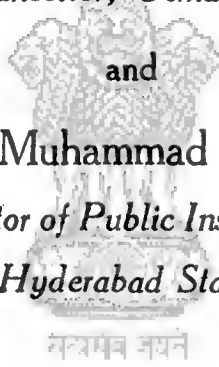


Committee for the Reorganisation of Education in the
Hyderabad State ,

REPORT OF THE SUB-COMMITTEE

A. H. Mackenzie, M.A., D.Litt., C.S.I., C.I.E.
Pro-Vice-Chancellor, Osmania University

and
Fazl Muhammad Khan,
Director of Public Instruction
Hyderabad State



As amended and approved by the Committee

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COMMITTEE FOR THE REORGANISATION OF EDUCATION IN THE HYDERABAD STATE

Report of the Sub-Committee consisting of Dr. A. I. Mackenzie, Pro-Vice-Chancellor, Osmania University, and Mr. Fazl Muhammad Khan, Director of Public Instruction, His Exalted Highness the Nizam's Dominions.

1. We consider it our first duty to make recommendation to Government on questions of principle. If Government accept these recommendations we shall at a later stage make further recommendations regarding the steps that should be taken to give effect to them.

2. Our terms of reference limited the scope of our enquiry to the following questions:—

(a) What reorganisation of the educational courses in the State is desirable and practicable?

(b) What provision should be made in the State for the education of boys who are not fitted for higher literary or scientific courses of study?

(c) Whether the educational system of the Hyderabad State should be completely removed from the control of the Madras University and be put entirely under the control of the Government and Education Department of the State; and, if so, what should be the agency for the control of education in the State?

(d) What examinations should be conducted by the State?

(e) What steps should be taken in order to prevent the growth of a class of unemployed graduates in the State?

(f) To what extent should there be differentiation in the courses of study in rural and urban secondary schools respectively?

3. With a view to eliciting the opinion of the public in general and educationists in particular on these questions, the Director of Public Instruction issued to the persons whose names are given in Appendix A, a letter, a copy of which with its enclosures is given in Appendix B. We have not thought it necessary to reprint the replies received in response to this letter. Of those who have submitted a written reply we have orally examined a large number, representative of all shades of opinion, and we give in Appendix C a summary of their oral evidence. This summary was dictated in the presence of the witnesses and was accepted by them as a correct statement of their views.

4. Our recommendations in regard to the various questions of principle stated in para 2 above, are as follows:—

(a) *Reorganisation of Courses.*

We agree with the majority of our witnesses that the educational courses should be reorganised as follows:—

PRIMARY:—Classes I to V.

(b) *Practical Courses.*

Many boys who will succeed in reaching Class IX will have aptitudes which will fit them better for industrial, commercial and agricultural life than for higher literary or scientific study. We, therefore, recommend that industrial, commercial and agricultural courses should be opened for such boys at the higher secondary school stage, in addition to the present courses in Arts and Science. Fortunately, the State has in the Central Technical Institute, an institution well-equipped and staffed, which, without any additional expenditure, can provide facilities for industrial courses at once. We recommend that this Institute be reorganised to aim at turning out two grades of mechanics:

(i) Students admitted at the end of the primary stage who should be given a five years' course of training in order to qualify them, after experience in workshops, to take up positions as foremen or overseers, and

(ii) Students admitted with a lower secondary school certificate (i.e., at the end of Class IX) who should be given a five years' course of training to qualify them to maintain and repair plant and machinery both electrical and mechanical.

The Industrial School at Aurangabad should be reorganised on similar lines as soon as possible. Other vocational and technical courses should be provided at the Secondary and the High School stages respectively as soon as funds become available. As regards commercial courses, we recommend that at the outset only four such courses should be started. The object of these courses should be to qualify boys for admission to lower grades of clerical services in Government departments of the State and under local bodies. The courses will fail in their purpose unless such appointments are restricted to those who have satisfactorily completed the high school course in Commerce. If such appointments are open also to graduates the tendency will be for boys to proceed to the University simply in order to qualify for inferior clerical service. We recommend therefore that a schedule of posts confined to candidates who have received a high school training in Commerce should be drawn up and that a maximum age of recruitment to such posts should be fixed. For the present we recommend that an experiment should be made with only four high school courses in Agriculture.

(c) *Control of Education in the State.*

Our witnesses were practically unanimous that the control which the Madras University now exercises over education in His Exalted Highness the Nizam's Dominions should cease. We personally are strongly of the same opinion. The educational system and courses of study of every State should be devised with special reference to the needs and conditions of its own people. It is from an educational point of view highly unsatisfactory that a body situated 500 miles away from the Capital of the Dominions should exercise any control whatsoever over the educational system of the State. It is obvious that the Government of the Dominions cannot express through their educational system their own views regarding the lines of development of education in the State so

long as any part of this system is outside their control. On the other hand, with the development of provincial autonomy in the Madras Presidency, the educational courses adopted there will be determined solely by the needs of the people of the Presidency and the educational views of the Government of Madras, and will be framed without regard to the needs, conditions or wishes of the people of His Exalted Highness the Nizam's Dominions. Further, we do not think it is consonant with the self-respect of the premier State of India that it should to any extent surrender control over its own educational system on which the prosperity and well-being of its people depend. Complete separation can now be made without much dislocation, whereas if it be postponed vested interests and complications may arise which will make separation in future more difficult. We therefore recommend that immediate steps should be taken to set up by Royal Charter, a Board of Education for the control and supervision of secondary and high school education in the State. In Appendix D we make recommendations in the form of a draft Charter, regarding the constitution and powers of this Board.

The removal of institutions in the State from the control of Madras raises at once the question of the future of the Nizam College. On both educational and financial grounds the State should have only one institution for imparting University education. But there are some students in the State who are unable to take advantage of a university system of instruction through the medium of Urdu. We recommend that for a suitable number the Nizam College should be an associated College of the Osmania University, with English as the medium of instruction and examination, but following the courses and working for the examinations prescribed for the Osmania University. The Nizam College should continue to be administered by a separate Board of Governors of which the Pro-Vice-Chancellor should be an *ex-officio* member. It is, however, an obvious extravagance to duplicate M.A. and M.Sc. courses which necessarily involve much expenditure on staff, books and equipment at two institutions within five miles of each other. Duplication of post-graduate work should therefore be avoided as far as possible.

Institutions which prepare boys for the Cambridge Local Examinations with a view to gaining admission to educational institutions outside the State should not be compelled to come under the supervision of the State Board although they should of course be controlled by the Education Department if they are maintained by the State and should be inspected by the Education Department if they are aided by the State. They may as hitherto prepare their pupils for the Cambridge Local Examinations, but the State Board should make regulations which will make transfer easy for them if they wish to pursue their education in institutions which are under the control of the Board, or if they wish to proceed to the University.

(d) *Examinations.*

Pupils who complete the Primary School course satisfactorily will receive a departmental certificate. We recommend that the proposed Board of Education should conduct two examinations. The first of these should be open to pupils who have satisfactorily

completed the Secondary School course in a recognised school and the second to pupils who have satisfactorily completed the High School course in a recognised school. The first examination may be called the "Secondary School Certificate" examination and the second examination the "High School Certificate" examination. The first examination should serve two purposes: In the first place, it should certify completion of a course of secondary education qualifying for subordinate positions open to boys of average ability who have received secondary education. In the second place it should certify fitness for admission to a High School course. The second examination should certify completion of a High School course, test candidates who have received a special training in commerce, industries and agriculture, and certify fitness to enter upon a university course of studies. All our witnesses were in favour of the Board conducting the examination at the end of the High School course. Some expressed doubt whether it was desirable to have a public examination at the end of the Secondary School course. These witnesses thought that an examination at that stage might involve too great a strain on students. When we explained that it was not the intention that the examination should be of a kind that would require any special preparation but would simply certify that the candidate had reached the standard expected of an average boy who had completed the Secondary School course and that consequently the questions would be of a straightforward kind, and that the examination would be held only in essential subjects, the objections were in most cases withdrawn. On the other hand, some heads of institutions pressed strongly for an examination at the end of the Secondary School course. They said that since the abolition of the old Middle School Examination, there has been considerable deterioration in the standard of work in the upper classes of high schools because of the influx of pupils who are unfit for these classes. They said that it was very difficult for inspectors and heads of institutions to resist the importunities of parents for the promotion of their children even when the latter were not qualified, and that an impartial public examination would be the only satisfactory means of eliminating those who are unfit for higher studies. Such an examination is necessary in the interests of parents and boys as many of the latter waste their own time and their parents' money by drifting into higher courses of study for which they are unfit.

(e) *Elimination of the unfit from the University.*

One of the objects of our recommendations is to prevent the production in the State of a class of unemployed graduates. The increasing unemployment among the educated classes and the distressing situation created thereby have been the main theme of convocation addresses at Indian universities during the last two decades. The Right Hon'ble Sir Akbar Hydari's convocation address delivered at Lahore on the 19th December 1925 has been given in Appendix B and extracts from some other convocation addresses have been given in Appendix D. However, it would not be out of place to give here an extract from the Right Hon'ble Sir Akbar Hydari's address and another from the Right Hon'ble Sir Tej Bahadur Sapru's convocation address delivered at the Patna University on the 30th November 1935.

The Right Hon'ble Sir Akbar Hydari says:—

“I am but repeating what we have been hearing from a long time from all sides, and from persons belonging to all schools of thought, when I say that our Indian University system—indeed, our whole education system—would serve its purpose better if it were more closely adapted to the country's present needs. The need of the country, it is felt, is not for an indefinite and ever-increasing number of F.A.'s and B.A.'s, all seeking Government employment, and when they fail to obtain it, tending to form a new army of unemployed, ever smarting—and everyone who has any sympathy with the Indian student and any knowledge of the history of Indian education will say—rightly smarting, with a sense of having been wronged. The country's need is men to fill the different employments which are necessary to the country's life, men not only educated and as highly educated as possible but educated specially for the work which they will have to do. Admittedly as India stands to-day, her need is for trained agriculturists rather than Government clerks; for trained businessmen rather than clerks; trained engineers, doctors, manufacturers, artists, craftsmen, blacksmiths, weavers, potters, almost anything rather than clerks, because already the supply of trained, or at any rate qualified, clerks is enormously in excess of the demand; while the productive work of the country is largely in untrained and therefore relatively inefficient hands. And let it be remembered that it is not to the interests of a State or nation to be constantly increasing the number of officials, and thus to be for ever complicating its administrative machinery and increasing the cost of mere administration. Its aim should be to restrict the number of officials to a stable, but, by training a fully efficient minimum, and thereby to simplify the machinery and reduce the cost of administration, whilst fostering by all means in its power the production of wealth in the country. The proper order here in India has been inverted by an accident of history. The University can greatly help to set it right, when it assumes its proper role in the control, revision and reform of education in accordance with the country's needs.”

The Right Hon'ble Sir Tej Bahadur Sapru says:—

“I cannot reconcile myself to India becoming a nation of learned beggars. My submission is that the problem of education must now be viewed along with and as connected with the problem of employment. This does not, by any means, imply that we must close our universities or curtail their activities. It does however imply that we must give a new bias to education in its early stages. We should so readjust our entire system of education as to afford, on the one hand, every possible opportunity to those of our boys for receiving university education in arts or science who are likely to benefit by it. We have also got to see that it does not involve wastage of intellect and opportunity in the case of those who are not likely to benefit at all by academic education at universities or other higher seats of learning. The problem of education should be approached from a thoroughly practical point of view. It has been increasingly recognised that neither Governments nor Universities can afford to shut their eyes any longer to the necessity of correlating it to employment.”

“The solution of the whole problem of education lies in reforming it at the bottom, that is, in re-organising primary education so as to bring it more into harmony with rural conditions and secondary education so as to make it self-sufficient and not subservient, as at present, merely to university education.”

In order to correlate education with employment, to prevent the production in this State of the class which the Right Hon'ble Sir Tej Bahadur Sapru has described as 'learned beggars' and to prevent wastage, a process of elimination, selection and restriction is necessary. The proposed examinations at the end of the ninth and the twelfth years will usefully serve the purpose of elimination and selection to a considerable extent. In order that the facilities proposed for the various courses at the Osmania University and those existing at the Nizam College should meet the needs of the State without the waste of money or of human material, the enrolment at both these institutions should be strictly confined to those for whom university education can be provided without the lowering of standards and who are fit to benefit by it.

(f) *Differentiation between Rural and Urban Schools.*

By urban schools we mean all schools in the Hyderabad City and at the headquarters of districts, or at any other place which for special reasons the Education Department may declare to be urban. All other schools will be regarded as rural schools. Urban and rural schools should have for Classes VI to IX a common curriculum in Indian languages, history, geography and mathematics. In urban secondary and high schools English should be compulsory and in rural schools optional. In urban secondary and high schools manual training should be compulsory and in rural schools agriculture or manual training should be compulsory.

5. *Medium of Instruction.*—In the State there are four main Indian languages spoken by the people—Urdu, Telugu, Marathi and Canarese. There is no doubt that the ideal is for all instruction to be imparted through the mother-tongue of the students. This ideal is actually being realised in the primary schools of the State. Owing to multiplicity of languages, the Government have had to establish parallel classes for Urdu and the local vernaculars in boys' primary schools, and separate Urdu and local vernacular primary schools for girls. The duplication of schools and classes is very expensive. But the cost must be faced, for there can be no departure from the declared policy of the Government for the removal of illiteracy in the State. The object of the Education Department is to expand primary education to such an extent as to bring it within the reach of every boy and girl of school-going age. The estimate

The figures of cost are swollen because of the need, owing to the multiplicity of vernaculars, for parallel classes at the primary stage.

Some of our witnesses have recommended that in the sphere of secondary and high school education also there should be parallel vernacular classes. But the cost involved in giving effect to this proposal would go far beyond the financial resources of Government if they are even partially to fulfil their obligations in regard to primary education. Others of our witnesses have advocated the adoption of Urdu universally as the sole medium of instruction beyond the primary stage on the grounds that Urdu is the official language of administration and of the Law Courts, is geographically more widely used in the State than any of the other vernaculars and is to a much greater extent than any other vernacular employed as the medium of common oral converse between different communities. At the opposite pole to these witnesses are those who, ignoring all the educational advantages of instruction through a language familiar to the pupils, urge the adoption of English as the sole medium of instruction. We are of opinion that the present policy of the State in this matter is a reasonable and economical compromise—that beyond the primary stage Urdu should be the medium of instruction, but in particular cases the Education Department may sanction the use of English as the medium. In other words, we recommend that there should be no departure from the present policy of the State regarding the medium of instruction. We have already recommended that at the University stage, the Nizam College should be maintained as an associated College of the Osmania University for the benefit of those who are unable to take advantage of the Urdu courses provided at the University.

6. *Girls' Education.*—Under our terms of reference our enquiry was confined to certain main questions of principle. We have therefore not entered into details. It will be the business of the Board of Education to frame regulations regarding these. Girls' schools will be affected as well as boys'. We would therefore invite special attention to the proposed constitution of the Board. It provides not only for representation of women but also for the establishment of a statutory Committee for Girls' Education. This Committee will of course be composed mainly of women. It should have the right to submit to the Board its views on any question regarding the education of girls. Moreover, all questions affecting girls' education which have to come before the Board should stand referred to this Committee, and the Board should not consider any question regarding girls' education without first taking into consideration the views of the Committee for Girls' Education. Thus our proposals in effect confer on women a statutory right to voice their opinions and to have these considered before any change is made in the system of girls' education, and to press for such changes as they consider to be necessary or desirable. One of the questions which the Committee for Girls' Education will have to decide is the extent to which there should be differentiation in the curriculum, especially at the high school stage, in order to adapt it to the needs of those girls who seek a cultural education but do not desire to proceed to a University. In regard to girls' education we invite special attention to the oral evidence (page 79)

of Mrs. Rustomji Faridoonji, Miss Webster and Miss Clough who appeared before us as representatives of the Women's Association for Social and Educational Advancement, Hyderabad.

7. Attention is invited to the enclosed copy (Appendix E) of letter No. F-83-1/34-F. dated January 25, 1935, from the Secretary to the Government of India, Department of Education, to all Local Governments and Administrations. It is interesting to note that our recommendations are in consonance with the suggestions made in that letter, although we arrived at our conclusions independently.

8. *Steps which should be taken in the immediate future to give effect to our recommendations.*—If our recommendations are accepted we recommend that the following steps be taken to give effect to them:—

- (a) A Royal Charter, on the lines of the draft in Appendix D should be issued setting up a Board of Education.
- (b) The first duties of the Board should be:
 - (i) To draft regulations;
 - (ii) To constitute Committees;
 - (iii) To lay down courses of study for Classes VI to IX of rural and urban schools respectively.
 - (iv) To lay down courses of study for Classes X to XII of High Schools in Arts and Science, Industries, Commerce and Agriculture respectively.
- (c) The Pro-Vice-Chancellor of the Osmania University should constitute committees, over which he will preside, to draft regulations:
 - (i) for admission to the University, and
 - (ii) laying down revised courses of study for the B.A. and B.Sc. degree examinations.

These committees should include members of the staff of the Osmania University and of the Nizam College, and also officers of the Education Department to be nominated by the Director of Public Instruction in consultation with the Pro-Vice-Chancellor.

- (d) When the regulations of the Board and the courses of study for secondary and high schools have been approved by Government in the Education Department, and the regulations governing admission to the University and determining the courses of study for the B.A. and B.Sc. degree have been approved by the University Council, Government should, in consultation with the University Council, decide when the changes in organisation should take effect.
- (e) With effect from a date to be fixed by Government, the control, administrative and financial, over all sections of the Intermediate Colleges at Aurangabad, Gulbargah, and Warangal, and the City Intermediate College, Hyderabad, should be transferred to the Education Department. There should be a consequential financial adjustment between the University and the Education Department.

- (f) An industrial course for the High School Certificate should commence at the Central Technical Institute with effect from a date to be fixed by Government.
- (g) Commercial and agricultural courses should be started as soon as possible after the Board of Education has drawn up the necessary courses of study for the High School Certificate examination.

9. *Cost of our Proposals.*—The immediate extra expenditure to which Government would be committed by the acceptance of our proposals will, subject to the approval of the Finance Department, be as follows:—

- (a) Cost of establishing the Board of Education (*vide* Appendix F):—

Recurring	..	..	Rs.	97,800 per annum.
Non-recurring	..	..	Rs.	15,000.

Against this expenditure, there will be an additional revenue from examination fees amounting to Rs. 80,000 per annum.

- (b) Opening of Class XII at centres (*vide* Appendix G):—

Recurring	..	..	Rs.	32,500 per annum.
Non-recurring	..	..	Rs.	3,500.

- (c) Opening of Class IX at eighty Middle Schools (*vide* Appendix H):—

Recurring	..	..	Rs.	1,18,000 per annum.
Non-recurring	..	..	Rs.	15,000.

- (d) Hostels for High Schools:—

Recurring	..	..	Rs.	51,000 per annum.
Non-recurring	..	..	Rs.	62,000.

These estimates do not include the cost of provision for manual training, industrial and commercial classes. The rate of establishment of courses in these practical courses will depend on the funds available.

On account of the reduction of the University degree course from four to three years, there will be probably be savings on account of reduction of staff, but it is not possible at present to estimate these savings. A weakness in the University organisation at present is the small amount of tutorial work which can be undertaken with the present staff. With a reduction of the course from four years to three years, staff will be set free for more tutorial work. It is very desirable that tutorial work with small groups of students, especially in English, should be a feature of the Osmania University, and it is therefore unlikely that there will be any substantial reduction in the strength of the University staff in consequence of our proposals. Moreover, such savings as may accrue will be required to meet the cost of maintaining the new buildings at Adikmet.

Summary of Main Recommendations.

1. Education in the State up to the Bachelor's degree should be organised in four stages, each with a definite objective. (Para 4-a.)
2. At the High School stage (Classes X, XI, and XII) there should be courses in Industries, Commerce and Agriculture, in addition to courses in Arts and Science. (Para 4-b.)
3. A Board of Education should be established by Royal Charter for the control and supervision of Secondary and High School Education in the State. (Para 4-c.)
4. The Nizam College should be an Associated College of the Osmania University, working for the degrees granted by the Osmania University, but with English as the medium of instruction and examination and administered by a separate Board of Governors of which the Pro-Vice-Chancellor should be an *ex-officio* member. (Para 4-c.)
5. The Board of Education should conduct two examinations, one at the end of Class IX and the other at the end of Class XII. (Para 4-d.)
6. Enrolment at the University and at the Nizam College should be strictly confined to those for whom university education can be provided without the lowering of standards and who are fit to benefit by it. (Para 4-e.)
7. There should be differentiation between the curricula of urban and rural secondary and high schools. (Para 4-f.)
8. There should be no departure from the existing policy of the State regarding the medium of instruction. (para 5.)
9. Statutory provision should be made to give women a voice in the control of girls' education, as provided in the draft Charter for the establishment of the Board of Education. (Para 6.)
10. Effect should be given to the above recommendations in the manner defined in para 8 of this report.



APPENDICES



सत्यमेव जयते

APPENDIX A.

*Names of Officers and Representatives to whom the Circular
and Addresses were sent for opinion.*

-
- (1) Lt.-Col. Sir R. H. C. Trench, *Kt.*, C.I.E.
 - (2) Nawab Sir Ameen Jung Bahadur.
 - (3) „ Hasham Yar Jung Bahadur.
 - (4) „ Ali Nawaz Jung Bahadur.
 - (5) „ Yasin Jung Bahadur.
 - (6) Moulvi Abdul Rahman Khan Sahib.
 - (7) Nawab Mirza Yar Jung Bahadur.
 - (8) „ Fakhr Yar Jung Bahadur.
 - (9) Subedar Sahib, Aurangabad.
 - (10) „ „ Gulbarga.
 - (11) „ „ Medak.
 - (12) „ „ Warangal.
 - (13) 1st Taluqdar, Aurangabad.
 - (14) „ „ Parbhani.
 - (15) „ „ Nanded.
 - (16) „ „ Medak.
 - (17) „ „ Nizamabad.
 - (18) „ „ Nalgonda.
 - (19) „ „ Mahboobnagar.
 - (20) „ „ Gulbarga.
 - (21) „ „ Raichur.
 - (22) „ „ Osmanabad.
 - (23) „ „ Bidar.
 - (24) „ „ Warangal.
 - (25) „ „ Kareemnagar.
 - (26) „ „ Asifabad.
 - (27) „ „ Bir.
 - (28) Lt.-Col. Farhat Ali.
 - (29) M. Gadgil, Esq.
 - (30) Samiullah Shah, Esq.
 - (31) Nizamuddin Hyder, Esq.
 - (32) W. E. J. Beeching, Esq.
 - (33) C. E. Preston, Esq.
 - (34) G. A. Mohammadi, Esq.
 - (35) Nawab Nazir Yar Jung Bahadur.
 - (36) Col. J. Norman Walker, C.I.E., etc.
 - (37) Miss G. M. Linnell.
 - (38) P. F. Durand, Esq.
 - (39) W. Turner, Esq.
 - (40) Qadir Hussain Khan, Esq.
 - (41) S. Hanmanthrao, Esq.
 - (42) E. E. Speight, Esq.
 - (43) Qazi Md. Hussain, Esq.
 - (44) Moulvi Abdul Haq Sahib.
 - (45) Mirza Hussain Ali Khan, Esq.
 - (46) H. K. Sherwani, Esq.
 - (47) Kishen Chand, Esq.
 - (48) Dr. S. A. Lateef.
 - (49) „ Quereshi.

- (50) Dr. Nizamuddin.
 (51) „ Abdul Haq.
 (52) Waheedul Rahman, Esq.
 (53) Khalifa Abdul Hakeem, Esq.
 (54) T. P. Bhaskaran, Esq.
 (55) Syed Hashimi, Esq.
 (56) Sajjad Mirza, Esq.
 (57) Syed Md. Mehdi, Esq.
 (58) H. A. Ansari, Esq., Registrar, Osmania University.
 (59) M. Arunachala Shastry, Esq.
 (60) The Joint Secretary for Education to the Hon'ble
 the Resident.
 (61) Lokendra Bahadur.
 (62) The Principal, City College.
 (63) „ „ Aurangabad.
 (64) „ „ Warangal.
 (65) „ „ Gulbarga.
 (66) „ „ Zenana College.
 (67) The Divisional Inspector of Schools, Aurangabad.
 (68) „ „ „ „ Medak.
 (69) „ „ „ „ Warangal.
 (70) „ „ „ „ Gulbarga.
 (71) „ „ „ „ Headquarters.
 (72) The Inspectress of Girls Schools, Hyderabad.
 (73) The District Inspector of Schools, Aurangabad.
 (74) „ „ „ „ Parbhani.
 (75) „ „ „ „ Bhir.
 (76) „ „ „ „ Medak.
 (77) „ „ „ „ Nalgonda.
 (78) „ „ „ „ Nizamabad.
 (79) „ „ „ „ Mahboobnagar.
 (80) „ „ „ „ Warangal.
 (81) „ „ „ „ Karimnagar.
 (82) „ „ „ „ Asifabad.
 (83) „ „ „ „ Nanded.
 (84) „ „ „ „ Gulbarga.
 (85) „ „ „ „ Raichur.
 (86) „ „ „ „ Bidar.
 (87) „ „ „ „ Osmanabad.
 (88) The Headmaster, High School, Osmanabad.
 (89) „ „ „ „ Nirmal.
 (90) „ „ „ „ Karimnagar.
 (91) „ „ „ „ Khammam.
 (92) „ „ „ „ Mathwada.
 (93) „ „ „ „ Nizamabad.
 (94) „ „ „ „ Nalgonda.
 (95) „ „ „ „ Mahboobnagar.
 (96) „ „ „ „ Medak.
 (97) „ „ „ „ Latur.
 (98) „ „ „ „ Bidar.
 (99) „ „ „ „ Raichur.
 (100) „ „ „ „ Yadgir.
 (101) „ „ „ „ Nanded.
 (102) „ „ „ „ Parbhani.
 (103) „ „ „ „ Bhir.
 (104) „ „ „ „ Jalna.
 (105) „ „ „ „ Chenchalguda.

- (106) The Headmaster, High School, Darus-Shafa.
 (107) " " Nampalli.
 (108) " " Darul Uloom.
 (109) " " Chadarghat.
 (110) " Methodist High School.
 (111) " Wesleyan Mission Boys' High School.
 (112) " Mahboob College.
 (113) " Vivek Vardhini.
 (114) " St. George's Grammar School.
 (115) " High School, Bolarum.
 (116) " Islamia High School.
 (117) " S.P.G. High School, Secunderabad.
 (118) The Headmistress, Girls High School, Hanamkonda.
 (119) " Machlikaman.
 (120) Nawab Rais Jung Bahadur.
 (121) " Hassan Nawaz Jung Bahadur.
 (122) " Akhtar Yar Jung Bahadur.
 (123) " Jiwan Yar Jung Bahadur.
 (124) Raja Bahadur Bisheshwar Nath.
 (125) Nawab Rahmat Yar Jung Bahadur.
 (126) Pandit Narayanrao Sahib.
 (127) Raja Bahadur Venkatrama Reddi.
 (128) Nawab Aga Yar Jung Bahadur.
 (129) Pandit Vinayakrao Sahib, Bar.-at-Law.
 (130) Moulvi Meer Akber Ali Khan.
 (131) Nawab Shamsheer Jung Bahadur.
 (132) Moulvi Md. Fayazuddin Sahib.
 (133) Raja Pannalal Sahib.
 (134) Raja Dhondiraja Bahadur.
 (135) Moulvi Khaliluzaman Sahib.
 (136) Raja Srinivasarao, Bar.-at-Law.
 (137) Raja Bahadur Pandit Girirao Sahib.
 (138) Laxminivasa Sahu, Esq.
 (139) Diwan Bahadur A. Aiyengar.
 (140) Dr. Goraksheker.
 (141) Moulvi Ghulam Md. Sahib.
 (142) Moulvi Syed Turab Ali Sahib.
 (143) Moulvi Yusuf Ali Sahib.
 (144) Mirza Ali Yar Khan, Esq.
 (145) Vicaji Sahib.
 (146) S. B. Raju, Esq.
 (147) R. K. Ramaswamy, Esq.
 (148) Moulvi Md. Abdul Aziz Sahib.
 (149) Dara Shapurji, Esq.
 (150) Moulvi Hadi Ali Sahib.
 (151) Gunderao Sahib.
 (152) Rai Manmohan Lal Sahib.
 (153) Nawab Syed Muzaffar Khan Sahib.
 (154) Moulvi Nizamuddin Sahib.
 (155) Moulvi Majaher Ali Sahib.
 (156) Moulvi Shah Alam Khan Sahib, Wakil.
 (157) Nawab Bahadur Yar Jung Bahadur.
 (158) Gunderao Sahib, Wakil.
 (159) B. Ramkishanrao Sahib, Wakil.
 (160) Moulvi Abdul Hassan Syed Ali Sahib, Wakil.

- (161) Moulvi Abdul Wahid Sahib.
 - (162) Vaman Naik Sahib, Jagirdar.
 - (163) Krishnaswamy Sahib.
 - (164) Sripatrao Palnitkar, Esq., Vakil.
 - (165) Moulvi Amrullah Sahib, Bar.-at-Law.
 - (166) The President, Osmania Old Graduates Association.
 - (167) The Secretary, Peoples Educational Conference.
 - (168) The Secretary, Andhra Conference.
 - (169) The Editor, Musheer.
 - (170) „ Rahbar.
 - (171) „ Manshoor.
 - (172) „ Subh-e-Deccan.
 - (173) „ Nizam Gazette.
 - (174) „ Sahifa.
 - (175) „ Nizam Vijaya.
 - (176) „ Golconda Patrika.
 - (177) „ Indian States.
 - (178) „ Bulletin.
 - (179) „ Rayyat.
 - (180) „ Al-Azam.
 - (181) „ Tarjuma-ul-Quran.
 - (182) The Secretary, Hyderabad State Educational Conference.
 - (183) Moulvi Kaleemuddin Sahib, Vakil.
 - (184) The Secretary, Marwadi Hindi Patshala.
 - (185) K. Vaidya, Esq., Vakil.
 - (186) The Secretary, H. C. S. Association.
 - (187) „ Harijan Sevak Sangh.
 - (188) B. S. Sherma, Esq., Hyderabad Political Conference.
 - (189) Mrs. Rustomji Faridoonji.
 - (190) The Editor, Vaidik Adarsha Paper.
 - (191) The Secretary, Nriptunga Middle School.
 - (192) „ Agarwal Navyuvak Sabha.
 - (193) „ City College, Old Boys' Association.
 - (194) „ Girls' High School, Sultan Bazar.
 - (195) „ Nizam Karnatic Central Committee.
 - (196) „ Veerbhan Library, Hyderabad.
 - (197) „ Hindu Subjects Standing Committee.
 - (198) Jivabala Rao Allandker, Esq., B.A., LL.B. Gulbarga.
 - (199) Mr. Ameeruddin Siddiqi.
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APPENDIX B

H.E.H THE NIZAM'S EDUCATIONAL DEPT.,

Dated

FROM

FAZL MUHAMMAD KHAN, ESQ., M.A.,

DIRECTOR OF PUBLIC INSTRUCTION,

H.E.H. the Nizam's Dominions,

Hyderabad-Deccan.

To

SIR,

You are probably aware that the question of the re-organisation of education in India is engaging the attention of the Governments of various Provinces and States. This question has been under the consideration of His Exalted Highness the Nizam's Government also for some time.

A Committee was appointed by command of His Exalted Highness the Nizam to go into this question and submit a report to Government. An extract from the report of this Committee is enclosed herewith.

In considering this report, H.E.H. the Nizam's Government also considered the Address delivered by Sir Akbar Hydari at the Punjab University Convocation, in 1925. A copy of Sir Akbar Hydari's Address is enclosed.

A Resolution of the U.P. Government on the same subject has recently been issued for public criticism; a copy of that Resolution is also enclosed.

His Exalted Highness the Nizam's Government have now appointed a Committee, consisting of the following members, to consider this question thoroughly and submit a detailed report.

1. The Hon'ble Education Member—(*Chairman*).
2. The Hon'ble Finance Member.
3. The Hon'ble P.W.D. Member.
4. The Hon'ble Political Member.
5. The Educational Secretary.
6. The Pro-Vice-Chancellor, Osmania University.
7. The Director of Public Instruction.

This Committee has asked the Pro-Vice-Chancellor, Osmania University, and the Director of Public Instruction to formulate and submit definite proposals for the purpose. The Pro-Vice-Chancellor's Address, delivered at the Hyderabad Teachers'

Conference on the 9th November 1934, contains some suggestions for the improvement and reorganisation of education in these Dominions; a copy of the Pro-Vice-Chancellor's Address is enclosed.

Will you kindly go through (1) the extract from the report of the Committee, appointed by command of His Exalted Highness the Nizam, (2) Sir Akbar Hydari's Convocation Address; (3) the U.P. Government Resolution and (4) the Pro-Vice-Chancellor's Address, and favour me with your opinion regarding the suggestions made in them? Your opinion on the following suggestions made by the Pro-Vice-Chancellor in his Address, is particularly solicited:—

- (a) The reorganisation of the educational course into four stages as follows:—

Primary ..	..	Classes	I to	V.
Secondary ..	..	do.	VI to	VIII.
Higher Secondary	}	do.	IX to	XI.
or				
Collegiate				
University	..	do.	XII to	XIV.

- (b) The division of secondary schools into two classes: (1) Rural and (2) Urban, the former with compulsory Agricultural courses and the latter with compulsory Manual Training courses.
- (c) The establishment of different types of colleges for Classes IX to XI, giving parallel courses of instruction in (1) Arts and Science, (2) Agriculture, (3) Commerce and (4) Industry.
- (d) The establishment of a State Board of Secondary Education for supervising the system of Secondary Education and Collegiate Education, and conducting public examinations at the end of Class VIII and Class XI.
- (e) The abolition of the Intermediate Examination and the extension of the course for the Bachelor's degree from two to three years.
- (f) The abolition of the bicameral system of education in the State.

The favour of your reply within ten days is requested.

I have the honour to be,
Sir,
Your most obedient servant,

(Sd.) FAZL MD. KHAN,
Director of Public Instruction.

The Presidential Address delivered at the Eighth Annual Conference of the Hyderabad Teachers' Association by A. H. Mackenzie, M.A., C.S.I., C.I.E., Pro-Vice-Chancellor, Osmania University, on November 9th, 1934.

When I was Director of Public Instruction in the United Provinces, I sometimes wished that there were no schools. The cure for that melancholy mood was to meet teachers and discuss their educational problems with them. Invariably I found amongst them cheerfulness, optimism and courage, which are balm to a jaded spirit.

I therefore regard it as a happy augury that my first public appearance in Hyderabad should be at the annual conference of a Teachers' Association, which, if I may judge from its proceedings, is composed of teachers who have an enthusiasm for their work, who refuse to be down-hearted, who are inspired by high ideals and whose attitude to their work, as revealed in the activities of the Association, has helped to develop their own self respect, and for many of them to convert the dull mechanic art of teaching, the sorriest of trades as it has been called, into professional work which is their pride.

I have read the proceedings of past conferences with the greatest interest. I am certain that nowhere in British India is there a more vigorous or useful body of teachers than your Association. This result is due to the encouragement which it has received from Government and from successive Directors of Public Instruction, to the enthusiasm of its members, and to the keenness and organising capacity of its officers.

Teachers of infants, children and adolescents have in recent years made great progress in developing a science of education which has completely transformed the spirit and methods of our schools. But university teachers have all the world over adopted a curious attitude of lofty scorn to the technique of their craft. Yet there is a world of difference between the influence of a lecturer, whose method is that of the dictated note, and that of his colleague whose methods of teaching arouse the curiosity of his students, stimulate their imagination and train them to turn knowledge to active thought and apply it to use. I therefore feel that I have more to gain from the conference than to give to it. But this much at least I should like my presence to express—my deep conviction that it is to the advantage of education that we should all of us do everything in our power to recognise that, although engaged in different grades of education as inspectors, teachers or professors, there is an essential unity in all our work, and that we are all members of one body.

It is well that we should recognise this, for teachers in the universities have begun to see that the most difficult problems which they have to face are problems which they themselves cannot solve. They have their roots in the school system. If these problems are ever to be solved they must be attacked by university and school teachers acting in co-operation. But even that is not enough. Important questions of policy, which only Government and the Education Department can decide, are involved. Nor can parents be ignored. No single agency can find a solution. All—Government, the University, the Education Department, teachers and Indian society—must combine in a co-operative effort to find a solution.

The most pressing of these problems at the present time is the increasing unemployment amongst the educated middle classes. The distressing facts of the situation show beyond doubt that our educational system is not adapted to the needs of the society which it is meant to serve. Economic conditions have painfully revealed that a system of education which aims only at cultural development cannot fulfil what must be the larger aim of every educational system, to help the citizens of the future to make the most of their lives. Our schools are predominantly literary. They can therefore lead only to more literary education. So we have the drift of all boys, irrespective of aptitudes, intellectual attainments or social circumstances, in one direction—to the University. Consequently our university classes are clogged with students who are not fit for them, who have no special desire to be in them, but are there because there is no other form of higher education beyond the secondary stage open to them. Amongst them are students who have aptitudes and capacities which could be developed to equip them for a place of leadership in the service and public life of the State. But university teachers are unable to adopt methods which could produce leaders. They are compelled to use the only methods which will enable them to drive the bulk of the class along the dusty road which leads to success in examinations—to do the thinking for them and present the subject matter of their textbooks in a peptonised form as dictated notes.

Another evil which affects the efficiency of work not only in the University but also in the higher classes of secondary schools is the evil of biennial examinations. We have a matriculation examination at the end of the high school course, another examination two years later at the end of the Intermediate stage and a degree examination at the end of a further period of two years. These two years are not 24 months. Numerous holidays reduce them to much less than that period. What is worse, the working days are not continuous. It takes some time before a class settles down to work. No sooner do they get into their stride than there is a break. They reassemble and resume the march. Again another break which throws them out of step. They are reformed and make some progress but are soon pulled up by class examinations. They must be allowed to recover from these. Again there is another holiday—this time a long one—during which they forget the little they have learnt and are reduced to a state of mental and physical flabbiness. But the brave teacher does his best. Notwithstanding further interruptions he begins to see some results. The students are getting to the heart of the subject and are beginning to grasp its essentials. But just when there is a good spirit in the class, when habits of work have been formed and when teacher and students have realised some of the pleasure of achievement, the final examination looms ahead. Work again becomes dislocated. There is a breathless hurried scramble to finish the course. The good habits which were being formed are discarded and the majority of the students are compelled to adopt the only method of study which gives them some hope of success—to memorize what they fail to understand, and day and night to stuff themselves with undigested summaries.

These evils cannot all be eradicated by lengthening the stage between examination and examination. This much, however, can

be said that one essential condition of educational reform is to extend the duration of the Intermediate and degree courses from two to three years.

But few students could afford to add to the total length of the course leading to a degree. For most of them this period is already, if reckoned from birth, about one-third of their probable expectation of life. Any readjustment of the length of courses must be made within the present total period of 14 years which a good student spends over his education from the lowest primary class up to the stage of the B.A. degree and thus enable him to graduate at the age of 20 or 21.

My suggestion therefore is that the total educational course should be in four well-defined stages as follows:—

Primary	..	..	Class	I to	V
Secondary	..	..	"	VI to	VIII
Collegiate	..	..	"	IX to	XI
University	..	..	"	XII to	XIV.

Each of these stages will have a well-defined objective.

What I call the primary stage will aim at giving that minimum amount of knowledge which every child should possess. It should make him master of the essential tools of education—reading, writing and arithmetic. He should at this stage gain a knowledge also of the essential laws of health. He should by the time he reaches the end of the course have acquired certain habits of orderliness, thoroughness, care and perseverance. His curiosity and interest in the world around him should have been aroused by simple lessons in nature study. He should have developed through manual work of an elementary kind some skill of hand and eye. He should have been trained through simple physical exercises to take some pride in bodily fitness. A five years' course of this nature would relieve pupils of the necessity of leaving their homes in order to complete, in uncongenial and unsuitable English schools, the course of essential education which will ultimately be universal. The programme which I have sketched may seem somewhat ambitious for five years. But teachers working under the supervision of an enthusiastic and devoted inspecting staff have accomplished it.

On this firm foundation it will be possible to build a sound system of secondary education. In rural areas the secondary school course comprising classes VI, VII and VIII should be in harmony with rural conditions. The bias of the curriculum should be towards agriculture and connected occupations. It should bring the work and thought of the school into direct relation with the conditions of daily activity in the country-side. Its aim should be to provide a sound general education, complete in itself, which will build up the spirit of leadership and initiative in rural areas. It will also be the recruiting ground for teachers of rural primary schools—young men who have grown up in the village, are used to its ways of living and have been given an education that opens their eyes to village and agricultural problems and provides the means of dealing with them. "These secondary schools," it has been well said "hold the major opportunity of service to India. They are the narrow neck of the bottle, the avenue through which alone necessary aid can come

to one-sixth of the population of the world. They are free from the necessity of following educational conventions which hamper other parts of the school system of India." The work of these schools should be entirely in the vernacular. English should not be taught in them. The passage from vernacular to anglo-vernacular schools for boys of outstanding ability may be made by special classes, with intensive teaching of English, attached to anglo-vernacular schools.

Corresponding to these rural secondary schools, we should have urban secondary schools, also comprising classes VI, VII and VIII. The aim of the urban secondary school should be to equip boys for occupying subordinate positions in industry and commerce. It is, of course, too early at this stage to specialise. Trained intelligence, good habits and knowledge which opens windows in the mind are the best preparation for all careers. But an essential feature of the curriculum should be a compulsory course in educational handicraft. The object of this course will be to develop in all boys skill of hand and eye, cultivate in them habits of care, thoroughness and accuracy and predispose towards industrial life boys who possess practical aptitudes. In the urban secondary school the vernacular should be the medium of instruction but English should be a compulsory subject.

Both in the rural and in the urban secondary school the social instincts of boys should be developed and put to use. With this end in view corporate activities in the form of organised games and scouting should be encouraged, and the teaching of hygiene should be given a social range by applications to the health of the community.

At the end of the secondary school course there should be one examination for both rural and urban schools, with alternative papers for subjects which are not common. The medium of examination in all subjects other than English should be the vernacular. The examination may be called the School Certificate Examination, and should certify the satisfactory completion of a course of secondary education.

But many boys will wish to proceed further. At this point therefore arises the problem of stopping the aimless drift to more advanced courses of boys who are not fit for higher literary or scientific study. One method would be simple to raise the standard of admission to higher education. But this easy solution would not be equitable. It would not be fair to deny facilities for higher education to all who have not the particular gifts which fit them to take full advantage of higher literary or scientific courses. They may have other aptitudes of an even more valuable kind, because more practical. There are also boys who are fortunate enough to inherit an assured economic position and desire further education through a community life as much as through books, in order that they may be able to discharge the duties of social and political leadership to which they have been born. The means of stopping the drift is to raise the standard of admission to higher literary and scientific courses and at the same time to provide diversified courses of higher study for those who do not qualify for these courses or whose talents and inclinations point in other directions. The standard of admission may be lowered in the case of boys who seek an education for life rather than

for a living, provided that they pay the entire cost. My suggestion therefore is that for boys who have passed the School Certificate Examination at the end of class VIII there should be institutions providing courses of collegiate education along at least four lines:—

1. Arts and Science,
2. Agriculture,
3. Commerce, and
4. Industries.

In each case the course should be one of three years leading to a Diploma. The existing Intermediate Colleges may be converted into Colleges providing for one or more of these courses. But, in addition, new colleges may be established specialising in the first instance in one course only. The Arts and Science course will lead to the University. The Agricultural course will prepare for agricultural life and also lead to a more scientific course of study for a university degree in agriculture. The commerce course will prepare for business and will be the recognized preparation for all classes of subordinate clerical service under Government and public bodies. The industries course will aim at giving boys a training which will qualify them for admission to the university course in engineering or to enter the lower ranks of industrial services under Government (e.g., the Railway and Post-office) or to obtain employment in private firms.

In order to supervise and control secondary and collegiate education there should be a Board established by Royal Charter. The Board should consist of about 15 members with the Director of Public Instruction as *ex-officio* chairman and a permanent secretary and office. On the Board should be representatives of the University, of colleges, of schools and of the inspecting staff. Detailed work regarding curricula, courses of study, recognition of institutions and examinations may be done by Committees composed partly of members of the Board and partly of co-opted members. All questions with which a Committee is concerned should stand referred to it. Thus no question should be discussed by the Board unless it has before it the opinion of the Committee concerned. All regulations of the Board should require sanction by Government, who may assent to them, withhold assent, modify them or return them for reconsideration.

The Diploma of the Board would be the admission certificate to the University, which would under a scheme of this kind abolish its Intermediate Examination and have a three years' course for the B.A. degree. Thus the total period which would be spent on education up to the B.A. degree stage would be the same as at present.

These in broad outline are my proposals for the reconstruction of secondary education. They can be criticised, as all schemes of an ideal kind can be, on the ground that they seem to overlook practical difficulties. But I have not forgotten these. In the first place I seem to have ignored one-half of the population—girls. But I regard the question of girls' education as far too important to deal with it merely as a side issue in a discussion on the education of boys. The question requires and deserves separate treatment by itself. The most formidable difficulty is that education in the State is organised as an ill-co-ordinated bicameral

system—one branch controlled by educational authorities whose headquarters are 500 miles away from the capital of the State and who have designed it with reference to the needs of pupils living under conditions, entirely different from those in the Dominions. It is surely time that the State threw off the yoke of external control in education, and designed and controlled its own system of education from the primary school to the university with reference to the conditions of life and needs of its own people.

The conditions for the reform of education are more favourable in Hyderabad than in any part of India. The Dominions are fortunate in having an enlightened Ruler who has in many ways expressed his deep and abiding interest in the welfare of his subjects by the encouragement which he has given to the beneficent activities of his Government. In no Department has his interest for the advancement of his people been more clearly revealed than in the Department of Education. In consonance with the spirit of the times and the needs of his State he has already called for proposals for the reorganisation of education. The reign of His Exalted Highness will always be remembered as a period of educational progress and reform achieved through his personal direction and inspiration. His State is fortunate also in its material resources. In British India there are deficit budgets and schemes of educational improvement have to be shelved because the means of carrying them out are not available. Here the financial position is the envy of the outside world. We have the resources for advance. We have also the agency—men and women devoted to the cause of education. If, therefore, we all work together in a spirit of co-operation and earnest devotion to the ideals of our profession, I am confident that we shall be able to build up in the Dominions of His Exalted Highness a system of education which will be the glory of its Ruler, the pride of his State and a lasting benefit to his people.

No. 1083G/XV—562—1934.

EDUCATION DEPARTMENT.

Dated Allahabad, the 8th August 1934.

RESOLUTION.

1. The Hartog Committee appointed by the Indian Statutory Commission exposed some of the weaknesses and defects of the educational system of India and suggested remedies. The need for revision in certain directions has been generally recognized but reform has had to wait for the occasion which would supply the compelling force. This has come in the economic changes which have necessitated a new attitude towards social and political questions.

2. In view of the increasing unemployment amongst the educated classes, it is no longer possible to regard our secondary schools and colleges merely as institutions for cultural development. His Excellency Lord Willingdon in his address in March

last to the Universities' Conference expressed the poignancy of the situation when he said:—

“From the point of view of the students concerned, it is heart-rending that many young men, who have fought their way successfully up the educational ladder and have gained high degrees and distinctions, often in spite of many obstacles and handicaps, are yet unable to find means either of maintaining themselves or of serving their fellowmen. From the point of view of the country it is disastrous that the labours and initiative of these young men should be running to waste.”

3. These distressing conditions have had the effect of bringing into prominent relief one aspect—and it is an unfortunate aspect—of the system of higher education. It is now the recurring theme of convocation addresses at Indian Universities. The following extracts from some of these show that there is a widespread demand for reform from both educationists and men distinguished in public life and that there is unanimity amongst them that the value of university education is impaired by the presence in the Universities of large number of students who are unfit for higher literary or scientific education; that these students cannot hope to obtain employment which would justify the expense of their education and that the only feasible remedy is to divert them to practical pursuits at the pre-university age.

4. Pandit Madan Mohan Malaviya, Vice-Chancellor of the Benares Hindu University, in his Convocation address in 1929, said: “Where there is no diverting of students to vocational courses, where, generally speaking, every student is forced to adopt one general course which leaves him unfit for anything except clerical training of a poor kind, it is not surprising that universities have been hampered in their work by admitting students who are unfitted by capacity for university education and of whom many would be more likely to succeed in other careers..... It is clear therefore that for bringing about much needed improvement in university standards of admission, teaching and examination..... a sound system of secondary education with attractive vocational courses must be adopted. This way lies the remedy for the present unsatisfactory state of things and not in the proposals for leaving out in the cold students who are not gifted or have not been fitted by proper school instruction for university education.” Dewan Bahadur M. Ramchandra Rao (Andhra University, 1932) said that “much of the present discontent with our educational conditions in this country is due to the fact that many of those who have received university education have no outlet for their activities. Their training and education are such that they cannot be absorbed in the commercial and industrial life of the country and there are no other careers open to them.” Sir C. V. Kumaraswami Sastri (Mysore University, 1932) was of the same opinion: “Large numbers of graduates with no ambitions except to earn a scanty livelihood and no capacity for anything except quill driving, are being turned out. A far greater number of failed students who are the waste products of our Universities are thrown on the world.” Sir P. C. Ray (Benares Hindu University, 1932) endorses the finding of the Hartog Committee that “the Universities are crowded with men who are not profiting either intellectually or morally by their

university training" and he pleads for "a considerable elimination of candidates in the process of selection." Dr. Paranjpye, Vice-Chancellor of the Lucknow University, also would eliminate the student who aspires to a degree "by simply cramming the notes dictated by his teachers, who has not even read the books prescribed for his study by the University.....and to whom education means simply an intensive exercise of his memory." But he thinks that this type of student will be able to earn his livelihood if he will abandon "the idea that certain classes are only meant for intellectual or clerical work and that manual or mechanical work is something of a degrading nature. All work must be regarded as honourable.... To encourage this habit of mind nothing is better than early manual training." Lala Diwan Chand, Vice-Chancellor of the Agra University, also doubts whether university education is good for "the poor man of average ability." "Probably he needs means for a comfortable living more than culture. Much of the trouble is due to the erroneous belief that all high education must needs be university education." Sir P. S. Sivaswamy Aiyar (Lucknow University, 1933) thinks that the alternative type of education should be technical or vocational: "of the many students who now resort to our Universities a goodly number are unfit by want of capacity to profit by a course of university education and it is desirable that in their own interests they should be turned off to some technical or vocational course better suited to their aptitudes." Sir Shadi Lal (Punjab University, 1933) says, "There can be no doubt that the teaching imparted by the University is adding year after year to the already large number of unemployed graduates. A young man reading in a college believes that university education provides a sure qualification for employment under Government or for a definite place in some profession. But all that awaits him at the end of his academic career is a rude disillusionment..... A small section of our students may continue to follow the course now prescribed by the University; but the bulk of them must be trained to business, to develop the resources of the land, to organize and expand industries and to apply themselves to all branches of commerce." Sir Tej Bahadur Sapru (Allahabad University, 1933) presses for reform in the system of education in the interests both of the Universities and of the students: "From a purely cultural point of view, from the point of view of the advancement of knowledge and learning" it is undesirable "that our universities should consciously or unconsciously allow themselves to be used as so many factories for manufacturing candidates for deputy collectorships, tahsildarships and munsifships, not all of whom can fulfil their ambitions." There is waste "in disappointment, discontent and despair" of lives which might be "more usefully and more honourably spent in other, though humbler, spheres." He sums up his constructive proposals as follows:—"The University and the Government can combine each within its sphere in providing for the diversion of a large number of our young men into schools and institutions where they can be made to learn something that may enable them to earn a decent living by following some useful vocation or occupation or by settling them on the land where land is available. This will necessarily involve the overhauling and readjustment of the entire educational machinery..... It is only when the State has reorganized its system of secondary edu-

cation and made it more fruitful than it is at present. that the Universities may be expected to fill the place in the general life of the country which it is their duty to fill." Sir H. Suhrawardy at the Convocation (1934) of the Calcutta University expressed similar views: "The number of unemployed graduates is yearly increasing. Something should be done for picking out the most suitable students for higher and cultural education. While on the one hand those of our students who are not fit for cultural education should resolutely set themselves to the task. of learning what has been characterised as the mechanical vocations of life, we on our side must be prepared to meet them half way by providing adequate and efficient facilities for vocational training. The present diffusion of higher education with the results it has been giving should be regulated and if necessary limited."

5. The Conference of Indian Universities, which met at Delhi in March 1934, considered the question of unemployment and in this connection the reorganization required in secondary education in order to make possible a higher standard of university education. The following resolution was passed:—

"A practical solution of the problem of unemployment can only be found in a radical readjustment of the present system of education in schools in such a way that a large number of pupils should be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable the Universities to improve their standards of admission."

This resolution is of special importance as it was passed unanimously by representatives of practically all the Universities in India.

6. The Punjab University Enquiry Committee, 1932-33, were concerned with conditions in the Punjab but they have made some important suggestions which are of general application. Their report shows that the problem of unemployment is essentially not a university but a pre-university problem. They trace the main defects of university education to the aimless drift to the universities of large number of students ill-fitted for higher literary education. Anglo-vernacular schools provide the only form of secondary education available for the middle classes. This is a weakness of our educational system to which the Hartog Committee drew pointed attention: "It is the exception rather than the rule to find in India an educational system in which the industrial and ordinary schools are regarded as complementary to each other. All pupils, whatever be their aim in life, should first receive general education; but it should be open to boys at some suitable stage in the subsequent course to branch off to craft schools or to vocational schools." The Committee endorsed these views and recommended a remodelling of the system of high school education on the following lines:—

1. The secondary course in Anglo-Vernacular schools should be decreased by one year (*i.e.*, the total length of the course in the Punjab should be nine years).

2. The subjects in the secondary course ending at class IX (corresponding to class VIII in the United Provinces)

should be so arranged that the course may be continuous and self-contained.

3. The High School Examination should be held at the end of class IX (class VIII in the United Provinces).

4. The vernacular should be the medium of instruction throughout the High School.

5. The length of the Intermediate course should be three years.

6. Industrial and craft schools should be increased in number and improved in quality. Pupils should be admitted to industrial schools after class VI (V in the United Provinces) and to craft schools after class IX (VIII in the United Provinces).

7. The rural areas need for their progress a complete and efficient system of vernacular education which should embrace the sciences specially related to rural life; the secondary course in vernacular schools should therefore be increased by one year.

7. There is no doubt that the main trouble in Universities is the over-increasing number of students, many of whom are unfitted to benefit by university education. The tendency is for all pupils, whatever their bent and competence, to prepare themselves for admission to a university. "The result of this tendency," says the Educational Commissioner with the Government of India in the quinquennial review on the progress of education in India for 1927-32, "is that the work of the higher classes of secondary schools (and consequently university classes also) is clogged by pupils sometimes nineteen and twenty years of age who are unnecessarily prolonging their literary education and are thus wasting their own time as well as other peoples' money." If once the high schools were relieved of this burden, the problem would become easier. The Educational Commissioner recognizes that the problem will not be solved merely by the arbitrary elimination of pupils who are unfit for higher literary studies: "It is not equitable that boys should be denied all facilities for education merely because they have no bent for literary education." He suggests the provision of effective substitutes—a type of higher vernacular education in rural areas "which will be capable of expansion, which will be in harmony with village conditions and requirements, which will train up boys and girls desiring of remaining part of the village and of spending lives of service to the country-side; in urban areas it would ordinarily take the form of vocational training of various types imparted in separate institutions."

8. The need for reform of the system of secondary education in the United Provinces is shown by the number of pupils who are "over-age" in the senior classes of secondary schools. All pupils over 18 years old may be reckoned as "over-age" in class X and those over 17, 16 and 15 as "over-age" in the next three lower classes respectively. In 1931-32 no less than 37,890 out of 72,260 pupils or 52.3 per cent. were "over-age" in the four senior classes of secondary schools. Many of these "over-age" students are drifting into courses of higher literary study for which they have no aptitude.

9. It would therefore seem advisable to constitute in the United Provinces a secondary course, of which the object should be to provide a general education complete in itself and untrammelled by university requirements. The following definite suggestions have been made:

The course may be shorter than the present high school course by one year and the medium of instruction should be the vernacular throughout. Only those who have a bent for literary studies should prolong them beyond the high school stage. The high school examination should therefore have two kinds of certificates—one certifying completion of a course of secondary education and qualifying for admission to industrial, commercial and agricultural schools, and the other qualifying for admission also to Arts and Science Intermediate Colleges. The Intermediate course should, if the High School course is curtailed by one year, be extended to three years and should be of four parallel types: (1) Industrial, (2) Commercial, (3) Agricultural and (4) Arts and Science and end with an examination which may be called the Higher Certificate Examination. These diversified courses would to some extent meet the criticism expressed by the Hartog Committee: "In the present system all sections of the community, with their different occupations, traditions and outlook and with their different ambitions and aptitudes have little, if any, choice of the type of school to which they will send their children. In fact the present type of High and Middle English school has established itself so strongly that other forms of education are opposed or mistrusted and there is a marked tendency to regard the passage from the lowest primary class to the highest class of a high school as the normal procedure for every pupil." Only students who have passed the Higher Certificate Examination in Arts or Science should be eligible for admission to the Arts and Science courses at Universities, but the Higher Certificate in Commerce and Agriculture may qualify for admission to university courses in Commerce and Agriculture respectively on such conditions as the Universities may prescribe. The Higher Certificate in Commerce may be recognized as the qualification for admission to all clerical posts in the public services. Students who have specialized in a single aspect of some industry often find it as difficult to obtain employment as those who have received a purely literary education. The industrial courses should therefore not be of a specialized vocational character but should aim at giving technical training of a general character designed to develop skill of hand and eye, cultivate practical aptitudes and prepare boys for and predispose them towards industrial life. In order that schools may discover at as early a stage as possible boys who are fitted rather for an industrial course than for a literary course, manual training or handicraft in some form should be compulsory in the lower classes of secondary schools and optional in the two highest classes.

10. A modification of these proposals would be to have the High School Examination at the end of the present class VIII and to extend the Intermediate course to four years. This would make it easier to co-ordinate Anglo-vernacular with vernacular secondary education, it would enable boys to transfer to craft and commercial schools at a suitable stage and it would provide a four years' course and consequently more thorough training at the

Intermediate stage. On the other hand the difficulties of re-organization would under these proposals be increased. A large number of teachers now employed in high school classes would have to be employed in other ways, it would be more difficult to find a sufficient number of suitable teachers for a four years' course in Industries, Commerce and Agriculture than for a three years' course and such a scheme would involve a lowering by two years of the age of admission of students to the Intermediate classes of Degree Colleges.

11. The proposals which have been suggested as perhaps feasible in the United Provinces may be summarised as follows:—

(a) The length of the High School course should be reduced by one year.

(b) The length of the Intermediate course should be increased by one year. In order to emphasize that this course is self-contained and complete in itself, it may be designated the Higher Certificate Course.

(c) The course for the Higher Certificate should be along four parallel lines:—

- (i) Commercial.
- (ii) Industrial.
- (iii) Agriculture.
- (iv) Arts and Science.

(d) The High School Certificate should be of two kinds: (1) certifying completion of a secondary school course and admitting to commercial, industrial and agricultural courses and (2) certifying fitness to proceed to the Higher Certificate Course in Arts and Science.

(e) Manual training or handicraft in some form should be compulsory in the lower classes and optional in the higher classes of secondary schools in order to discover boys with practical aptitudes and predispose them towards industrial pursuits.

12. The Government of the United Provinces (Ministry of Education) publish these proposals with a view to elicit public opinion on them. They feel that the question is one of the most far-reaching importance to the future of the Province; they commend it to the most serious consideration not only of educationists but to all those who are taking part in the public life of the Province. They will in their turn give the most careful attention to any opinions raised. Such opinions should reach the Secretary to Government, Education Department, Allahabad, on or before 30th November 1934.

By order,

M. P. KHAREGAT,
SECRETARY TO GOVERNMENT,
United Provinces.

*Extract from the Report of the Committee appointed by
His Exalted Highness the Nizam to consider Sir Ali Imam's
Note on Education in Hyderabad.*

It has already been stated that the time has come for the further improvement of education in these Dominions by the introduction of vocational training in schools. At the same time we submit that a liberal education in a well governed State is not necessarily subversive of law and order and that a good grounding in general literary and theoretical education is necessary for any form of technical training. In every civilized State large sums are spent on general education and we do not consider that the expenditure of Hyderabad on education is excessive in proportion to its income. While, therefore, we hope that funds will be available on a substantial scale, for technical and industrial education and training and for encouraging a practical bent among students in all the schools of the State, we are opposed to the cutting down of the present educational budget for this purpose. On this understanding, we have considered what measures should now be taken for improving the system of education in the State and submit the following recommendations:—

Primary Education.

i. We have already indicated that primary education in these Dominions has made sufficiently rapid progress in recent years but there is room for further expansion and improvement, provided the funds are available. It is not the function of our Committee to suggest means for this end, but it is suggested that a regular programme should be drawn up and approved, in order that it may be financed as funds are available. Our main duty is to suggest how the curriculum of the schools, both old and new, should be altered so as to encourage a practical bent among the pupils. It has been found by experience that, if boys are merely taught to read and write and allowed to acquire elementary information on subjects such as history and geography, they are encouraged to despise manual labour and to try to obtain their living outside their hereditary occupations. It is desirable, therefore, that from the very start all boys should receive some form of manual training which shall, if possible, give them some bias towards their hereditary mode of life, and that, if possible even the literary instruction which they receive should be such as to retain and increase their interest in the same direction. It follows that since agriculture is the vocation of the vast majority of the inhabitants of the State, the curriculum of the primary schools in rural areas should be so devised as to encourage them to return from schools to their parents' occupation. The books used for instructional purposes should deal so far as possible with the ordinary circumstances of village life, with the growth of plants, the life of animals and other ordinary incidents of agriculture. In particular, nature study should be taught much more thoroughly than at present in all Primary schools, and Primary school teachers should receive a thorough training in this subject. But the most important reform which we advocate is that every school should possess its own farm in which every boy should be compelled to do some work connected with practical cultivation. At this stage, boys cannot be expected to understand the scientific principles of agriculture. The important point is that they

should be compelled to use their hands on the land and so realise from the very start that manual labour is not degrading. By this means they will also become familiar with the practical difficulties of agriculture. The better the school farms are managed, the more satisfactory the results will be, but it is not necessary to delay this reform, until a large number of teachers are available with a special training, in this class of work, and we recommend that as soon as possible every Primary school should receive sufficient land to serve as a school farm, and that where Government, Municipal or Local Fund lands are available, this land should be made over by the authority concerned for this purpose. In the school farms, the same crops should be grown as are or might be grown in the locality. In the Primary schools in towns where the parents of the boys earn their livelihood in other occupations, some sort of manual or commercial training as practical as possible, should be introduced as a compulsory subject. In these schools in which practical training cannot be arranged, a system of apprenticeship should be introduced to secure the same object.

Middle Schools.

(ii) The same remarks apply generally to Middle schools, except that practical training in the school farm should, as trained teachers become available and the work of the Agricultural Department develops, include such simple demonstrations as will arouse the interest of the students in the improvements which the department is attempting in the particular area in which the school is situated. If any profits are made, they might be divided among boys in proportion to their merits as workers. In towns more advanced subjects such as carpentry and weaving, based on local industries should be taught. For these schools it is desirable that the teachers already trained in normal schools should attend special agricultural courses to enable them to take charge of this branch of work. The training of these teachers in the present stage of the Agricultural Department will not be easy, and it might even be necessary at first to send them outside the Dominions for special courses. The departments of Agriculture and Education should, however, as soon as possible, frame proposals whereby this instruction could be given within the State. Similar schemes have already been introduced in two or three British Provinces and the experience gained there should render it less difficult to work out a satisfactory scheme for Hyderabad.

High Schools.

(iii) If our recommendations regarding manual training or (as it may be called) the direction of education into economic channels in Primary and Middle schools are accepted and carried out, then it may be expected, as a result, that most of the school-boys at about the Middle stage will automatically be absorbed by commerce and industries in the State. However, there will be a considerable number desirous of going on to the High schools. At present the Educational Department conducts an unwieldy Public Examination called the Middle Examination, which, in our opinion, has outlived its utility in its present form, and needs a radical change. A middle pass certificate has no value for the purpose of employment in Government offices, because the lowest qualification for that purpose is the Matriculation Certificate of

an Indian University. For students aiming at a High School Certificate, the imposition of a Public Examination at the Middle stage, constitutes an unnatural break in the scheme of High School Education and has, therefore, no *raison d'être* for its being continued in its present form. For promotion from the Middle to the High stage, it is not at all necessary for the purpose of the Osmania or the Madras University that a student should pass the Public Middle Examination. Therefore, there is no point in making the Public Middle Examination compulsory for all as at present. The admission to the High stage should be left to the discretion of the headmasters of High schools as is done in all other States and British provinces in India. However, there is one kind of employment which is open to Middle passed men at present and may remain so for some years to come. They are employed as Primary school teachers. In view of the above, we recommend that the Middle Examination should be abolished* but in order to meet the requirements of the Education Department, a Departmental Examination of the same standard should be held for teachers. This will save thousands of young scholars from the unnecessary strain of a Public Examination at such an early stage of their lives. But this change will throw a great deal of responsibility on the headmasters of Secondary schools. We need hardly emphasise the necessity for taking the greatest possible care in selecting pupils for admission to the High classes. This is a very important stage in the education of boys. A difficulty presents itself here. If boys in High schools are given only literary education as is done under the existing system, then the time and money spent on giving them a bias towards manual work in Primary and Middle schools will be wasted, and the good done in the Primary and Middle schools will be undone in High schools. On the other hand, if manual work in High schools is made compulsory for all the boys, then it is feared that in literary subjects they will not attain the same high standard as is required by the Osmania and Madras universities. This question was discussed by us at great length and after mature consideration, we have arrived at the conclusion that in the best interests of the State and its subjects, at least half the number of boys admitted to the High school classes should continue their manual and practical training as a compulsory subject. The remainder may be allowed to follow the literary courses of study with a view to go up to the University. This can easily be arranged wherever the High classes are duplicated. The Educational authorities should make selections for the purpose after due consideration of the mental capacity, hereditary profession and position of family of each boy.

This concludes our recommendations regarding the introduction of manual training with a vocational bias into the existing schools of the State. The suggestions made may seem unimportant, but experience in other countries and in other parts of India has shown that the introduction of this form of teaching does a great deal to encourage a practical bias among the students and to disabuse them of the idea that manual work is degrading. We, therefore, attach great importance to this portion of our recommendation and trust that immediate steps will be taken to carry them into effect.

We now proceed to deal with the question of specialised vocational institutions. Here again, pride of place should be

* The Middle Examination has been abolished.

given to agriculture. We are glad to note that Government has taken in hand the reorganisation of the Agricultural Department in earnest and trust that no money will be spared in attempting to place it on as satisfactory a footing as the Agricultural Department in the neighbouring British provinces. If specialised vocational instruction in agriculture is to be given at any stage of a boy's career, it is essential that there should be a thoroughly efficient agricultural department with real improvements to disseminate among the people. Otherwise, these institutions are not likely to be a success.

We, therefore, recommend that an agricultural college with an adequate staff should be established both in order to train the staff required by the Agricultural Department and to encourage young men who have land of their own or might obtain employment with the larger landowners, to take degrees in agriculture rather than in arts or science. We are aware that the founding of such a college will not be easy. At present our young men are being sent to the neighbouring colleges at Poona and Nagpur, where there are thoroughly efficient and experienced staffs and the Agricultural Departments have many improvements to demonstrate. If Hyderabad is to have its college, we are informed by the Director-General of Commerce and Industry that practically the whole staff will have to be imported from outside the State. The existing staff of the Agricultural Department is required for experimental and other work and cannot be spared for the college. This will make the maintenance of a college for the relatively few students who will attend it for some years to come, an expensive institution, but in the circumstances in Hyderabad, we consider that the expenditure ought to be faced.

The Agricultural College should be controlled by the Osmania University, but in order to ensure that close touch is maintained with the Agricultural Department, the Director-General of Commerce and Industry should be the President of the College, Dean of the Faculty of Agriculture and also a Member of the University Council.

We are glad to note that the Osmania Medical College has been started. We recommend that the scheme for the Civil, Mechanical and Electrical Engineering Colleges be carried out as early as possible.

We are of opinion that a country cannot be industrialised by technical and industrial schools, but, in order to give an impetus to technical and industrial instruction, the Department of Commerce and Industry may be directed to open technical and industrial schools at Hyderabad, Warangal and Gulbargah. The existing industrial schools at Aurangabad and Nizamabad may be made over to the Department of Commerce and Industry.

Such schools, however, are at best a makeshift for proper training in a factory or mine. The aim of the department should be to utilise such concerns as are in existence in Hyderabad, to the fullest possible extent for training a certain number of boys. We understand that a scheme for training natives of the State in the Singareni Mines has been approved and we hope that it will soon be brought into operation.

We recommend also that stipends and scholarships should be liberally given to allow young men to obtain training in various

industries outside the State, either in factories or specialised institutions, such as the Madras Leather Trades Institute and the Calcutta Research Tannery. Glass making and the making of tiles and good bricks may also be started and encouraged. We understand that stipends have also been sanctioned at the Victoria Jubilee Technical Institute, Bombay, while under the scheme for the Industrial Development Fund which is about to be established money will be available for similar stipends and scholarships elsewhere. This is satisfactory, and we trust that Government will not hesitate to sanction similar schemes which may be put forward for approval.

The Educational Department should also consider in time the question of starting a commercial school in Hyderabad.

The Osmania Central Technical Institute which gives a sound practical and theoretical training to young men in mechanical and electrical engineering, should be developed into a college affiliated to the Osmania University. The curriculum of the Institute should be so devised as to make it possible for boys to gain admission to it after passing the Middle or Matriculation stage in schools for general education. The Government Workshops and the Power House provide opportunities of giving a fair number of youths practical training in mechanical and electrical engineering. We recommend that no diploma or degree should be conferred on a young man unless and until his practical training has been satisfactorily completed.

Our recommendations may, therefore, be summarised as follows:—

I. While we hope that funds will be available on a substantial scale for technical and industrial education and for encouraging a practical bent among students in all the schools of the State, we are opposed to the cutting down of the present educational budget for this purpose.

II. We suggest that a regular Programme for the expansion and improvement of Primary education should be drawn up and approved in order that it may be financed as funds are available.

III. The curriculum of Primary schools in rural areas should be so devised as to encourage the pupils to return from schools to their parents' occupation.

IV. Every rural Primary school should possess its own farm in which every boy should be compelled to do some work connected with practical cultivation.

V. In every urban Primary school some form of manual training based on local industries should be introduced as a compulsory subject.

VI. In Middle schools in rural areas, practical training should be given in school farms of a more advanced type, while in towns subjects such as carpentry, blacksmithy, moulding, spinning, and weaving and other local crafts should be taught.

VII. For Middle schools in rural areas, teachers already trained in Normal schools should receive special agricultural courses.

VIII. For this purpose, it may be necessary at first to send them outside the Dominions, but the Agricultural and Educational

Departments should, as soon as possible, frame proposals for giving this instruction within the State.

IX. The Government Middle School Examination should be abolished, and a Departmental Examination of the same standard should be held for teachers in order to meet the requirements of the Education Department.

X. In High Schools, a regular system of manual training should be introduced and made compulsory for at least half the students.

XI. An Agricultural College should be established as soon as possible. It should be controlled by the Osmania University with the Director-General of Commerce and Industry as President of the College and Dean of the Faculty of Agriculture, and a Member of the University Council.

XII. Industrial schools in which the main subjects would be carpentry, blacksmithy, moulding, spinning and weaving and other local crafts, should be established by the Department of Commerce and Industry at Hyderabad, Warangal and Gulbargah, and the existing Industrial schools at Aurangabad and Nizamabad should be made over to the Department of Commerce and Industry.

XIII. The scheme for the Civil Engineering College should be carried out as soon as possible.

XIV. The Osmania Central Technical Institute should be developed into a Mechanical and Electrical College, affiliated to the Osmania University as early as possible.

XV. Efforts should be made to utilise such factories and mines as are in existence in Hyderabad, to the fullest possible extent for training a certain number of youths.

XVI. Stipends and scholarships should be liberally given to young men in order that they may obtain training in various industries outside the State.

We trust that these recommendations will be of benefit to the State. If Government goes a step further and assumes an active policy in encouraging the development of agriculture and industry, the benefit to the State will be greater still. If Government decides to encourage suitable industries in the State, the investment of large capital within the State, should be made both attractive and safe. One way of doing so is for the State to start large industries and hand them over as going concerns, to private companies formed in Hyderabad.

*Convocation Address of the Punjab University delivered by
Nawab (now the Right Hon'ble) Sir Akbar Hydari
Hydar Nawaz Jung Bahadur, held on the
19th December 1925.*

THE PUNJAB UNIVERSITY CONVOCATION ADDRESS,
1925.

YOUR EXCELLENCY, HON'BLE THE VICE-CHANCELLOR, FELLOWS
OF THE SENATE AND GRADUATES OF THE PUNJAB UNIVERSITY,

It has given me peculiar pleasure to accept the kind invitation of your honoured Vice-Chancellor to deliver the Annual Convocation Address in Lahore, because it was to this ancient city that I was posted almost at the beginning of my official career. During

my brief stay on that occasion, I was privileged to make the acquaintance of many, whose names adorn the pages of your Calendar—the two Kazilbash brothers, Sir Nawazish Ali and Nasir Ali; the two Faqirs, Kamruddin and Jamaluddin; the two great lawyers, Sir Protul Chander and Lala Madan Gopal; and in separate classes by themselves, Khan Bahadur Barkat Ali and Mufti Salim Ullah. What fine men they were! Gracious, dignified, cultured gentlemen who have now, alas! passed away from the scenes of their labours. But there are still happily working here among you some, whom I did not meet in Lahore at that time but whom I have been privileged to meet subsequently outside the limits of your Province. There is the distinguished head of your Province, under whom I had the pleasure of working when he was in charge of the Finances of the Empire. There is your learned Vice-Chancellor, whom I had long desired to know because of his deep interest in Indian Art and culture and whom I had the good fortune of meeting at the first Conference of the Indian Universities. There is my honoured host, Dr. Sir Mian Mohomed Shafi, full of honour for work done and full of promise of work still to be achieved. There is your able Director of Public Instruction, who originally hails from my Province and who, a short time ago, was able to give such a remarkable record of educational work in the Punjab before the Muslim Conference in Poona; the days that I spent at Ajanta and later on at Hyderabad with him and Sir Michael Sadler and the other Members of the Commission, of which he was the indefatigable Secretary, are a memory that I shall treasure all my days. And then there is your, nay *our*, national poet whose clarion call is reverberating through the galleries not only of India but of Asia.

Although, as I have said, your invitation gave me real pleasure, as it afforded me an opportunity of revisiting a city so full not only of historical but also personal associations, I confess, it was not without considerable trepidation that I undertook the responsible task of addressing you this evening, when I remembered the long roll of men, distinguished in different walks of life, whom you have been privileged to hear; one of my immediate predecessors having been that great and forceful personality, of whom it might rightly be said that he had taken all knowledge for his Province and all education for his rule—Sir Ashutosh Mukerji. Now, however, that I have taken upon myself the task, I can assure you of this much at least: that in real, devoted love for the Indian student wherever he be, and in single-minded and sincere desire to advance the cause of Indian education according to my lights, I can venture to claim equality with any of those predecessors, however much more learned and gifted than I can profess to be; and, therefore, in whatever I may say this evening, I trust you will bear with me patiently, remembering that the words come from one who feels for you, Graduates of the Punjab University, from one, who having been a student himself in an Indian College and having throughout his life tried to remain a student, fully shares with you your privations, ambitions and tribulations.

FUNCTIONS OF AN INDIAN UNIVERSITY.

I am but repeating what we have been hearing for a long time from all sides, and from persons belonging to all schools of thought, when I say that our Indian University system—indeed, our whole educational system—would serve its purpose better if

it were more closely adapted to the country's present needs. The need of the country, it is felt, is *not* for an indefinite and ever-increasing number of F.A's. and B.A's., all seeking Government employment, and when they fail to obtain it, tending to form a new army of unemployed, ever smarting—and everyone who has any sympathy with the Indian student and any knowledge of the history of Indian education will say—rightly smarting, with a sense of having been wronged. The country's need is *men* to fill the different employments which are necessary to the country's life, men not only educated and as highly educated as possible but educated specially for the work which they will have to do. Admittedly as India stands to-day, her need is for trained agriculturists rather than government clerks; for trained businessmen rather than clerks; trained engineers, doctors, manufacturers, artists, craftsmen, blacksmiths, weavers, potters, almost anything rather than clerks, because already the supply of trained, or at any rate qualified, clerks is enormously in excess of the demand; while the productive work of the country is largely in untrained and therefore relatively inefficient hands. And let it be remembered that it is not to the interests of a State or nation to be constantly increasing the number of officials, and thus to be for ever complicating its administrative machinery and increasing the cost of mere administration. Its aim should be to restrict the number of officials to a stable, but, by training, a fully efficient minimum, and thereby to simplify the machinery and reduce the cost of administration, whilst fostering by all means in its power the production of wealth in the country. The proper order here in India has, as you know, been inverted by an accident of history. The University can greatly help to set it right, when it assumes its proper role in the control, revision and reform of education in accordance with the country's needs.

But it will at once be said "That is not the business of the University." No, it is not, as things stand at present; but I say it *ought* to be.

The University ought to be thinking and directing head of education in the country or the province which it serves, giving calm thought and sober judgment to those problems which the worried administrator has no time to ponder over, which the party politician is never called upon to face and which the general public hardly ever fully realizes. To-day you think of the University as an Examining Body and to some extent a Teaching Body. Its function is to provide more or less a foregone conclusion to a humdrum story. It stamps B. A. on products of the High School system, much as bottles of some marketable fluid, having been filled and corked, are sealed after inspection. To-morrow I hope to see the University as a Thinking Body, an Investigating Body, a Governing Body, a Body with a Mind and a Will of its own, superior to all our minds and wills because more erudite and more impartial, raising the standard of education in its province high aloft, and keeping it so raised.

REVISION OF EDUCATIONAL SYSTEM.

The first thing that the University, as the intellectual head of the whole region of education, would, according to my conception of its duties, have to do is to think out a comprehensive and complete system of education in all its stages. You are aware that at present these stages are three—Primary, Secondary (in

which are comprised Middle and High School) and the University. The object of each of these stages is the preparation, and on the due completion of each to provide a passport, for the next higher stage. Each of these stages is not exclusively designed so as to be self-contained and serve an end in itself. What I would ask is, whether it is not possible, instead of having these three different stages, to have three distinct classes of education, each self-contained, having a well-defined goal and especially adapted to the attainment of that goal?

(i) *Essential Course.*

Take for example what is called at present the Primary stage which is now concerned with the elementary instruction, mainly of small children. Under our existing system, primary education, if it has any object beyond entitling a boy to be entered on the census rolls as a literate individual, serves merely to qualify him for the secondary school; that is, takes him a part of the way the end of which would make him a qualified clerk. Beyond that, primary education as such has no goal whatsoever. When it is remembered that the great majority of those who enter primary schools, leave them to take up occupations, mostly in the country, should not this education be more suitable to the needs of those who seek it, and thus provide a better equipment for their lives? It seems to me, Gentlemen, that this first and most important stage of education, and one that I would prefer to call Essential education, ought to include all subjects which are of primary importance—subjects, the knowledge of which is useful to every citizen of the State, whatever trade, calling or profession he or she may choose to follow, as tending to increased efficiency or better citizenship. It would thus include most of the present Middle School education, and something even of the present High School courses. I am sure it would be possible to arrange for this wider range of studies in this course, if it is, as it should be, mainly in the vernacular, with suitable Readers prepared for the different subjects in its syllabus and properly equipped libraries attached to its schools. This is not all. These essential schools should not be merely literary—text-book reading schools—but should have a practical side—agriculture, gardening, cottage industries (if they are in the districts), arts and crafts (if they are in the city). An experiment on these lines, which we are conducting in Hyderabad, shows how much greater progress the boy, who devotes a part of his time to learning the use of his hands for some trade, can make in the same time even in the ordinary curriculum laid down for the primary and secondary stages.

(ii) *Vocational High Schools.*

On the completion of the essential course thus designed, the boy would either leave school altogether for the practice of agriculture or some trade, for which the primary education so organized might be regarded as his technical education, or he would enter on a special course directed towards the profession he has in view, which may or may not ultimately bring him to the University. Just as I laid stress on the necessity of making the first stage of education a complete training for those who do not desire to pursue their studies further, with a well thought out course, ending with the achievement of a definite aim rather than with an arbitrary stop in a path left unpursued, so I should like

to have it considered to what extent the next stage of education could be made to fulfil needs and objects requiring a greater amount of educational training. My suggestion is that after the essential course the students should be made to enter High Schools, which should each of them aim at giving a special vocational training complete and adequate as far as it goes. Thus the would-be artist, after the completion of the Essential course, would enter the School of Art; the would-be engineer, the School of Engineering; the would-be doctor, the School of Medicine, and so forth; from which the students whose aim was any of these professions in their higher stages, would, after a process of careful selection, pass on to the University. Preparation for Government service would rank as a vocational training just like Law and Medicine, for which special institutions should prepare. These vocational schools would be regulated, but not managed, by the University. For the regulation of these schools there are two essential functions which the University would, in my opinion, have necessarily to perform—the first is continuously to investigate and collect data, so as to be able to determine the numbers required by Government, Railway Companies, Public and Private concerns in the various professions and callings and to see that a number, not much in excess of the number so determined, seek admission to the schools designed for these professions or callings. The determination of such numbers, which would be an entirely new problem for the University, might at first be a difficult matter, but by experience and constantly increasing accumulation of data, the University would be able, in course of time, to come to a fairly correct estimate of the country's requirements. The second essential function for the University in connection with these schools would be to determine the type, content and duration of the education to be given in them so as to train up the men required for the different vocations in accordance with the country's needs.

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I have deliberately included here Schools for Medicine, Engineering and Law, for I feel that the preparation for these vocations has been left to too late a stage and, therefore, made much more costly than it need be, with the result that we have doctors, engineers, lawyers, and agriculturists, whose education leads them to expect a much higher remuneration, whether in service or in private practice, than the country can afford. Whilst increasing to an unnecessary extent the number of those who are without a living wage corresponding to the prolonged and expensive character of their education, the present system has not given the country, on the other hand, an adequate number of men, in these very callings, less highly and less expensively educated and therefore expecting a more moderate remuneration. Take, as a concrete example, the case of doctors. There is no doubt that the country needs a large number of doctors and health officers spread all over the country into the remotest parts, yet at present most of our medical students go through a stiff course which enables them to practise only after at least 18 years' education from the time they entered school, assuming them to have been continuously successful year by year in their examinations. Would it not be possible to arrange that doctors of a class who would be quite adequate in most cases for relieving suffering are turned out in the required number by a course which requires not a minimum of 18, but a maximum of 14 years, say 7 in the

essential and 7 in the vocational school course? You are aware that in the Government Medical Service there are three classes of doctors, Sub-Assistant Surgeons, Assistant Surgeons, and Civil Surgeons. I find (at least, that is the case in Hyderabad) that the number of qualified Assistant Surgeons—those who have had an education the minimum duration of which I have already stated to be 18 years, that is, those who have taken a university degree—is very much in excess of requirements, whilst the number of students, qualifying themselves for the shorter and less expensive course of Sub-Assistant Surgeons, is much below the demand. In Engineering too, it is the same. The L. C. E's. and B. E's., whose education is meant to qualify them to do work in the superior branch of Engineering, are eager to get posts or private work for which a shorter and less expensive training as Supervisors and Overseers would have sufficed.

Now, what I venture to suggest is that the University should investigate and decide what number of people, with what kind of education, conducted on what principles, are required for the country's need in these different branches of work, and that it should see that adequate provision is made for the education to that extent of that number only; so that the rest, instead of wasting their money and time in crowding these schools, might stop at the Essential stage and become productive members of society. The University should also see that those, who are prepared to come to these vocational schools, are assured of prospects, commensurate with their education and are not pushed out by an excessive number from the next higher stage. I repeat that at first the numbers thus determined might be wide of the mark, and the arrangements made for the education and employment of this number defective, but gradually, the University would approximate more and more to the correct figures and the required standard when once this duty is recognised as essentially coming within the province of an *alma mater*. And why should it not be? Are not Universities being forced in an increasing measure to start Employment Bureaus for their *Alumni*? Mine is but a suggestion towards the solution of that problem.

(iii) *University Stage.*

I come now to the third and highest class of education: the University. The University would take charge of the students after they had emerged from these Higher Schools, weeding out such as had already proved themselves inadequate or undesirable. That means that the University would itself take charge of the direct instruction and training only of a limited number of selected students—limited by the ability of the students themselves to follow the University course, and limited also by the number required to satisfy the estimated needs of the country. What I may call the lower activities of the University would thus be simplified and abridged, allowing it more freedom to pursue its higher activities, by which I mean research and specialization and also, the investigation, consideration and solution of the educational and cognate problems which from time to time arise in every civilized country, sometimes becoming as acute as its political problems, and which the calm impartial judgment of the learned, working in an atmosphere free from all suspicion of racial, communal, bureaucratic or political taint, can best solve.

When, however, I propose a restriction of the teaching function of the University to a limited number of students, I include in it not only the number actually required to fill existing Government posts and the vacancies, in the higher branches of the professions which are fed by the various Faculties, but also one class, in addition to that number, on which all the resources of the University would be specially concentrated, the class of students who long really and truly for the pursuit of knowledge for its own sake, a class which is essential to the very life of the University if it is to become the permanent abode of learning and research and centre of impartial opinion that I wish it to be. For, it is such students who will form the heart and core of the University's life, and will tend the fire of its higher activities, giving them continuity and brilliance. . . They will ever be watchers of that light of learning "Known to Zoroaster on his terrace, known to Galileo in his turret," which has yet to penetrate and to dispel the darkness which surrounds us all.

The scheme, which I have adumbrated, of a complete system of primary or, as I should prefer to call it, "Essential" education, after which the great majority of students—those who are going to form the rank and file of the nation—would leave school for the farm, the shop, or the factory—that scheme, I say, would save the cost of education of that vast and ever increasing crowd of youths who, seeking Government employment, struggle somehow through the schools, only to swell the ranks of that most pitiable army—the educated unemployed; not to speak of those who fail to get their degree, or fail at the matriculation or some even earlier stage of their career. All these represent a dead loss to the nation from the point of view not only for public, but what is more important and tragic, personal and private expenditure, of money, time and energy incurred in most cases by those least able to afford it. Furthermore, the fact that the immense majority of the nation's youth, although well educated in a general sense, will be debarred, from the conclusion of the Essential course onwards, from looking to Government service and the professions as to the famed but, alas! legendary pagoda-tree, will naturally tend to give an impetus to agriculture, to arts and crafts, manufactures and commerce, by diverting into those productive channels much of the intelligence which at present runs to waste in the pursuit of what may be described as social and economic chimera.

Do not, I pray you, misunderstand me. Mine is not a retrograde proposal with a view to keeping down education, but quite the reverse. I want the standard of education amongst the masses to be levelled up and yet at the same time I want to avoid the misery of hundreds of failures in the present higher—Secondary and College—stages and I wish to utilize the resources, thus saved first and foremost for the improvement of Essential education for the masses, secondly for arranging for vocational or professional training to the number and extent of the country's needs in special Higher schools, and lastly for providing the best possible equipment for work in the advanced University stage for the selected few who have shown themselves fit for it.

ROYAL COMMISSION ON EDUCATION.

These are merely suggestions that I am offering in all humility and with great diffidence in order to stimulate discussion

on a most complex and yet most insistent problem. It seems to me that our present system, in its ideals as well as in the details of its administration, has been unduly dominated by "the idols of the tribe" which have ruled in England at particular periods of her educational and political history and which were the governing principles of the educationists who came out here in the last century. The result of this has been that, nurtured and fostered within our present educational system, there have grown a series of considerations and ideas of a stereotyped character, which affect all our discussions concerning modern University reform, making it difficult for the universities to realize and get rid of many of the larger evils now inherent in the system. A most searching inquiry conducted from the most liberal standpoint, quite untrammelled by existing preconceived notions, into this problem, which is of such primary and overwhelming importance, is therefore urgently called for; and in preference to a good many Commissions which are every year formed to investigate different problems, I should very much like to have a strong Royal Commission on Indian Education constituted, the scope of enquiry of which should not be confined merely to the requirements of any one University or any particular stage, but should embrace the whole field, of Indian education. Having on it a European personnel of wide experience and knowledge and of the standing which the members of the Calcutta Commission possessed, and also outstanding representatives of all shades of political and educational thought in India, the recommendations of a Commission so constituted, if unanimous, would command universal acceptance, and if not unanimous, would at least reveal different authoritative points of view upon the different questions, so that its report would be a comprehensive and valuable guide for Indian educationists and administrators. Such a Commission would have within the scope of its enquiries most of the problems to which I have invited, and shall in the course of this address invite, attention.

MEDIUM OF INSTRUCTION.

If you asked me what in my opinion constitutes the chief weakness of our present educational methods, I should reply without the slightest hesitation that it is the employment of a language other than the student's mother-tongue as the principal medium of instruction. Proficiency in a foreign tongue—by which term I merely mean a language other than the boy's mother-tongue without importing into it any other idea—proficiency in a foreign tongue is set before the youth of India as the main objective and the mark of education. The waste of mental energy, the double strain upon young minds, entailed by the process of instruction in a foreign language, is enormous and irreparable, since it is imposed on boys at the most receptive and impressionable age; they will never learn so readily again as they learn at the age of highest receptivity when in our present system a foreign language is interposed between them and the knowledge they have to acquire. Then again, a certain measure of proficiency in a language can quite easily be consistent with considerable misunderstanding of the thoughts conveyed through the medium of that language. Indeed, it may be doubted whether the majority of men are ever capable of understanding things imparted in a foreign tongue quite so well or in exactly the same sense as they

would have understood them if imparted in their own. At any rate it is certain that they cannot understand so easily; the labour of the acquisition of the foreign tongue makes that self-evident. A speech belonging to a nation of a widely different genius from our own, when used as the medium of instruction, clogs the ordinary student's brain while to the exceptionally brilliant student it is a diversion. He studies it and masters it with a histrionic skill which has little to do with learning and has no connection whatever with the country's needs. He acts up to the language, as it were, assumes a mentality not his own, and thus obscures his natural genius, his natural gifts. He regards the subject of instruction itself as of relatively small importance. Thus, no student can ever hope to express the vital atmosphere of his own mentality, of his thoughts or of his perceptions, in a foreign language; and to burthen his thinking at this early and vital stage with a language over which he has no command and which comports a mentality foreign to his own, is to make that delicate correspondence between thought and expression impossible, upon which alone sound thinking can be based. A lamentable distortion is the inevitable result.

OSMANIA UNIVERSITY.

You must all have heard at least some rumour of the great experiment which we, in Hyderabad, under the enlightened patronage of His Exalted Highness the Nizam, are making—I mean the Osmania University. There English is given the position of a compulsory second language its right position in the case of Indian students. I do not wish any one to think on that account that we, in the Nizam's Dominions, are opposed to modern education in general or to English education in particular. But we have realized, a little—and I think only a little—before the rest of India that the debt we owe to English education—a debt which I have always felt to be so deep as to leave in my mind feelings almost akin to worship for those who have given it to us—this debt to English education and our appreciation of it will be infinitely greater when that knowledge, so important to our nation's future life and progress, can be conveyed to us without the loss of time and energy, and without the distortion and defective assimilation of ideas, which are the inevitable consequences of instruction in a language other than our own. Europe has forged so far ahead of us in natural science that we recognize our need to go to school to her in that and other subjects for long years to come. We, in Hyderabad, are so well aware of this that, far from cutting ourselves adrift from European learning in our University, we have more than ever concentrated on it.

The books required for teaching every subject in the Urdu tongue did not exist. Nothing daunted, we proceeded to create them—in Mathematics, Physics, Chemistry, Geology, Botany, Zoology, Biology, Geography, History, Political Economy, Philosophy—with the result that we have translated already text-books in these subjects up to the B. A. standard and are now having a large number of books translated for the Law, Medical and Engineering Faculties. At the same time, in order that the students may keep themselves in touch with the latest developments of learning and thought, we insist upon a knowledge of English, of as high a standard as is expected in that language

by the other Universities, and this from every student, not only in the Arts but in every Faculty including Theology, Engineering and Medicine. One other advantage we hope to obtain by the compulsory study of English literature in all the Faculties is the association of some general culture with the study of professional subjects. The testimony to the greater grasp and freshness of thought and exposition shown by our students, which we have received from outside Examiners, who have always been associated with internal Examiners in our University examinations, is remarkable and sets the seal finally on the success of our movement—a movement which, I am fully convinced, is the one and only way to make our mother-tongue a worthy vehicle for the expression of the widest knowledge, the deepest thought and the noblest feeling of the world and thus to forge the most potent instrument for the higher education of our masses—men and women. It is only by observing closely an undertaking like the Osmania University, as I have been privileged to do, that one can come to realize fully the loss which India and her vernaculars have suffered owing to the employment as the medium of instruction of a language other than the mother-tongue. Every nation has its natural genius and its natural gifts, for which its language is the natural medium of expression. No nation can make its proper contribution to the whole of humanity in a foreign tongue, and when it fails to make that contribution according to the special gifts and genius God has given to it, the whole of humanity suffers a proportionate loss:

“For all humanity doth owe a debt
To all humanity, until the end.”

That is why the experiment, or rather as I now no longer consider it an experiment, the great achievement of His Exalted Highness the Nizam in the matter of the Osmania University, is one which should command the sympathy and support of every Indian educationist.

WORK OF RESTORATION.

In India the work of the Universities, if it is to be of real and lasting value, must be largely a work of restoration. It must restore a just perspective to the Indian mind. So long as a foreign language is the only medium of instruction in Indian Universities, the adjustment between thought and expression will be incomplete and the perspective of the Indian mind consequently untrue. It is for this reason that I put this question of language foremost in the work of restoration which lies before the Indian Universities.

HISTORY.

Then more systematic research work has to be undertaken in the original sources of our history which are ever multiplying and the exact import and significance of many of which can often be rightly construed and interpreted by Indians alone. This will reveal to human knowledge much of interest and may lead to a revision of many of the ideas which have been current in the text-books from which our students get their first and therefore strongest impressions of the different periods and characters in Indian history. What exactly, for example, was the position of Buddhism with reference to the other faiths at the time it flourished; what were the exact causes of its rise and the forces

that led to its decline? Was it a faith which, at any period of its history, persecuted the followers of other faiths and was in its turn persecuted, or was it like most of the different sects of Hinduism a faith which extended and received a generous toleration? Coming to a later period, how far were the different invasions of the Arabs, the Afghans and the Moghuls, akin to those of the Buddhist Kushans? Were they the outcome of religious zeal or the mere result of economic causes, the religious complexion having been given in most cases by later historians or by the invaders themselves to cloak their lust of conquest? How far were Rulers like Aurangzeb and Tippu Sultan religious bigots or swayed really by political motives; for what is the exact significance of documents which are now being published like the one, for example, in which the former commands the Mahomedan Subedar of Benares to respect most carefully the endowments of Hindu temples in his Suba and to see that Hindu subjects are allowed absolute freedom to perform their rites; or like another in which the latter, the son of a father well-known for the reverence and loyalty he always showed towards his Hindu masters, is paying liberally for prayers being offered up by Brahmin priests in Hindu temples for victory against his foes? The contributions of Southern India to the romance of Indian history, to Indian culture and to Hindu-Muslim unity, are not adequately treated in the histories now current: How many are aware that a great Minister of the Deccan, Mahmood Gawan, founded a residential College, the noble remains of which are still one of the glorious-architectural monuments of the South and planned with success a scheme for the general education of his people? How few know of the revenue reforms of the great soldier-administrator Malik Ambar, under the Nizam Shahi Kings, whose name and work should be as familiar to us as Todarmal's? How many Indians have anything more than a bare knowledge of the outstanding figures in the annals of the Vijayanagar, the Bahmani, the Qutub Shahi or the Adil Shahi Kingdoms who synthesised the Hindu-Muslim elements under their rule and created a rich literature, a noble architecture, a beneficent polity and a tolerant administration, the marks of which have survived till these times in the Deccan?

ART.

There is the problem of the Ajanta caves—again I go to the Nizam's Dominions for my illustration—that treasury of ancient art, which has become a place of pilgrimage for artists from the world's remotest parts. Why did that wonderfully high and perfect art flourish at a given period of our history and afterwards become extinct? My friends Sir John Marshall, who has rendered such invaluable help to the Nizam's Government in preserving these precious treasures from the ravages of time and climate, and Captain Gladstone Solomon, the Principal of the Bombay School of Art, who has done so much by precept and example to make Indian art students turn to these frescoes for their inspiration, assure us that the artistic gifts—especially the gift of lovely line—which went to the production of mural paintings at Ajanta are still latent in the people of India. What then were the social, political or educational conditions which put a stop to the expression of those natural gifts, almost synchronising with the extinction of Buddhism in India; and what led to their

revival, though in a much less impressive form, in the miniature painting of the Moghuls, and what are the conditions necessary to secure their full expression once again and so restore the ancient pre-eminence of India in the World of Art? For, I am getting more and more convinced that amongst the forces that will lead to a respect for India on the part of the Western World and win for India her rightful place, based on our national self-respect, in the counsels of the Empire, not the least powerful will be the increasing recognition of the glory and supremacy of Indian art and culture by the West. These are problems which no School of Art can hope to solve because a School of Art is working at the concrete problems of art, the problems of actual production. These on the other hand, are problems for the thinking head, the University. I would not have the University assume the function of instruction in Art; that should be left to artists. But the Principal of the School of Art should have a seat *ex-officio* on the Councils of the University in order that the practical aspect of art may not be divorced from the theoretical or ideal. It would be the duty of the University to see that the highest aims of art were not lost sight of and that the School of Art did not degenerate into a mere training school for teachers of drawing. There is of course very little danger of its doing so when we have men like Havell, or Percy Brown, Gladstone Solomon or Ganguli at its head.

In the same way, I should not like to see the University take charge of the School of Engineering or the School of Agriculture, but I would have these separate institutions represented on the Councils of the University in order that the whole field of education—practical and theoretical—in the region appertaining to the University might be included in the ordinary mental purview of that erudite and, in its sphere, supreme body.

SCIENCE.

Of Science I need hardly speak. Our imperative need of progress and research in this direction is universally recognised. There is for instance the investigation of India's contributions to Science especially in the regions of Therapeutics and Psychology, the re-discovery of forgotten processes as revealed by a study of her ancient arts and industries, all very proper and most fruitful fields of effort for the Science Department of our Universities.

I must in this connection sound a note of warning against the increasing tendency to create independent schools of scientific research dissociated from the University. Such a separation is, in my opinion, undesirable in the interests of both. To the extent to which problems of research and the resources for their investigation are taken away from a University, to that extent is the University weakened in its higher and truer side; whilst on the other hand the dissociation of a school of research from the academic atmosphere of a University serves to narrow its outlook and give it a restricted vision of its work and problems. I do not thereby advocate that every University should have, for instance, an Agricultural Institute fully equipped like that in Pusa, a School of Tropical Medicine as in Calcutta and an Institute of Science as in Bangalore; but what I should like to urge is that all such institutions should, instead of remaining isolated, be attached to one or other of the Universities of India, to which students from

all parts could be admitted, so that in course of time each Indian University might specialize in, and be celebrated for, its own particular branch and school of research.

WORK OF CREATION.

An investigation of the problems to which I have referred would inevitably react upon our economic problems, which in turn affect and require a study of our revenue and financial, and therefore of our political and social, problems: and thus the work of Indian Universities, which must be largely one of restoration of so much that was of value to the country and has fallen into ruin, will also be really a work of creation in the highest and best sense, having its basis in the storied and stirring past and its goal in a proud and potent future. India cannot return to the conditions of a bygone age. For good or ill, we have been changed by experience and contacts, and it depends very largely on ourselves to decide whether the ultimate consequences to our country shall be good or ill. New problems, proper to this age in which we live, have to be constantly faced and solved.

WOMEN'S EDUCATION.

To mention only one of them, take the problem of the education of our women. I am convinced that the education of our women is the greatest and most crying need of India at the present day. An uneducated mother is only half a mother to an educated boy, and the accession of strength, purity and sincerity which would accrue to India as a nation, and to everyone of her communities, from an educated womanhood, is incalculable. Are we then to follow Europe blindly in the nature of such education, or are we to evolve a system better suited to the country, to our own traditions? I feel more and more that the education which is usually given in Indian Girls' Schools is not the most suitable for bringing out all that is highest in Indian womanhood. It takes little count of the life and work of the great women of India in the past, of the spiritual devotion which the Indian woman ever yearns for, and of the peculiar economy of the Indian household over which she will have to preside. The result is that the Indian mother, educated on the so-called modern lines—especially if not controlled by a strong and noble family tradition—becomes the head of a hybrid house, instead of a house which is truly in substance and in essence Indian, enriched by a real assimilation and not glossed with a mere veneer of European culture.

This great problem the University must face, and face immediately, the moment it has the power I would give it. Indeed, I think that it should do so now and give a rational, enlightened lead to public opinion on this most vital subject. The Educational Commission which I have recommended would have this problem amongst the most important subjects of its enquiry, for which purpose representative Indian ladies would have to be co-opted on it in order to secure for it an effective authority.

There will thus always be some new problems to be faced and solved, some new creative task before the University, when it becomes, what it should be, the thinking head of all its region in matters of education.

UNITY.

But there is one thing of which India stands admittedly in greatest need—a thing which the University is peculiarly qualified to help in creating—and that is Unity. There are people who seem to think that we are now worse off than ever before in this respect. I take a less despondent view. I think that we were never in the whole of our history so near to unity as we are to-day; and that is an advance for which, according to many, we have to a large extent to thank the very thing that I have mentioned as one of the chief defects of our present system of education—the imposition on the whole of India of a foreign language as the medium of instruction. Had I felt any doubt that the restoration of the vernaculars to their natural position as such a medium might mean the loss of all that we have gained in the approach to Unity, I for one should have hesitated to desire or advocate it. Without at least as much unity as we enjoy at present, all that I have said about the future of the University would be an idle dream, and to think of India as a mighty nation of the future would be just as vain. But I do not believe that by vernacularising our educational system we shall be taking a retrograde step at all. Surely we have learned by now the bitter lessons of our history. No doubt, at this moment there are many symptoms of disunity, which must disquiet and alarm all friends of progress and believers in a glorious future of our country. People assign various causes for the unfortunate disorders; but there is one all-prevailing cause, and that is *ignorance*. Knowledge upon the other hand unites mankind. That is why the Arabian Prophet (may the blessings of God be on him), charged with the message of the unity of all mankind, laid such tremendous stress upon the need for learning:

“The ink of the scholar is more holy than the blood of the Martyr.”

“An hour’s contemplation and study of God’s creation is better than a year of adoration,” he said.

In our Universities, the Hindu and the Musulman, the Sikh and the Parsi, the Christian and the Jew, meet on common ground, for all come here as seekers of truth, discarding all the prejudices of the vulgar. They, by that very search, pursued in all sincerity and for the good of all mankind, draw nearer (although perhaps they know it not) to Him who is the Lord of all the Worlds, the Bountiful Creator of the Human Mind, the very source of knowledge and enlightenment. The University, with its academic atmosphere of intellectual unity, offers a better guarantee of national unity than does any institution, where division organized on party lines is perpetuated, preventing independent judgment. The University should be raised to such a position that its voice of wisdom may be always heard above the clamour of faction. Wise, truly, is that nation which exalts the wise!

I appeal to you for this union of hearts based upon the understanding of the true cultural contributions of all the different civilizations and peoples who have enriched this land. To you, Members and Graduates of the University, in this Land of the *Punjab*, I must first appeal, because it was from here that most of these different civilizations and peoples first spread out. I am

sure that if in your University you consecrate yourselves to the true pursuit of learning, making of your University a place where its votaries professing all creeds shall learn lessons of mutual affection, respect and sympathy—lessons which they will carry out in later life in the fields of politics, administration and business,—Saraswati will rise up from her buried depths and refresh and vivify this land more richly and more deeply, because she will enrich the heart and soul, than the Five Rivers which bring such a bounteous harvest for its daily nourishment.

It has been indeed as the hidden river—this idea of Indian unity, the spiritual and national unity of this great Peninsula, this great sub-continent, with all its climates and races, customs and creeds, manners and characters; for it has always been to the peoples of this country as a legend and a dream but never yet has it come into the daylight, never yet has it been seen.

And yet who would be so bold a man, or let me rather say, who would be such a coward—flinching from his patriotic duty—as to say it can never be seen, the Unity of India can never be realized?

An idea which has always existed in men's hearts—an ideal beloved and cherished—as the ideal of unity must be and we know it is—by thousands upon thousands of human beings, is an all powerful idea, so powerful in its hold upon the people that only a sight of it is needed to rally and move this whole country. How can we give to all these longing eyes a sight, a glimpse of this Indian unity—a unity based not on hatred, not on ostracism, not on exclusiveness, but on the inclusion of all working in this land of ours—be he black or brown or white—be he a Mlecha, a Pariah or a Varnashrama—be he a bureaucrat, a politician or a peasant? How can we give a glimpse of such a light of unity as will gradually illumine the whole land because fed with love and truth and not be a mere wandering will-o'-the-wisp bred from a miasma of passion, ignorance and hatred?

My answer is: You, men of learning gathered in our Universities, have to show the way.

My brothers, we have all of us so much in common, when we think of mighty India as our Mother, and the welfare of her people as our pious concern, that our differences and aims seem petty, absurd, unworthy. Believe me, the things we have in common are more vital to the welfare of our country, and intrinsically more important, than the things concerning which we disagree and quarrel and fight and even kill.

A virtual offer has been made to us in India of Swaraj as soon as we can show ourselves prepared for it. Some people call it an ironical offer—but surely it is *we* ourselves who offer all the irony connected with that offer, so long as we maintain our unfortunate divisions and disputes, our internal animosities and suspicions, and so long as, looking at these quarrels and differences even our well-wishers in the outer world—nay, loving sons of India themselves—are forced to believe that, left to ourselves, we should fly at each other's throats and instead of Swaraj it would be Niraj—instead of self-government no-government. Unity has been for long the ideal of India. To-day it has become an absolute necessity if she is to revive—nay if she is to survive as a nation.

There can now be no partial revival. It is only as *one* Nation that she can survive to-day. Without that unity, Swaraj will remain but an empty word for ever—nay—even if it were obtainable it would be a curse and a disaster, not a blessing to this land of ours—whereas with Unity, Swaraj will be an accomplished fact.

Speaking as a Muslim, albeit none the less as a staunch and proud Indian—in a province where Muslims predominate, I ask you to scorn all fears of being reduced to mere hewers of wood and drawers of water, to laugh at all threats of being driven out bag and baggage like the Moors in Spain, and to show to other provinces how a majority, secure in its strength, can, by being chivalrous, inspire confidence and love in a minority, until a tradition of affectionate co-operation is established and the shibboleths of communal minority and majority disappear from the vocabulary of public work. It is for you, gentlemen of the Punjab University, to play a wise, a generous, a manly part in contributing with all your might to that union of hearts for which I am pleading—which alone can rescue our country from the humiliating position of a nation asking for something, which many of her most devoted sons are afraid of her receiving—I mean, until that union of hearts is accomplished.

No nobler, worthier or more richly fruitful task can be laid before young, enthusiastic, enlightened men than this which lies before you. Perform it in the name and with the help of God, and the blessings of all future generations, not only in this country but in all the world, will be upon your heads.

Gentlemen, I have done. You who have taken your degrees will be going forth to-day to fight the battle of life each in your destined spheres, armed with the intellectual equipment which this University has given you. Always remember, however, that it will not be mere intellect that will lead you to the Great Success but character: a loyal devotion to the highest ideals, an unflinching determination to do the right and right the wrong, and yet a gracious chivalry towards all, whether over you or under you or even opposed to you, giving credit to them for being actuated by motives as sincere and high as your own, so that a spirit of fellowship and brotherliness, courtesy and self-respect may surround you and emanate from you always. The humblest work radiant with this spirit has no less human value than the greatest.

Say not "a small event." Why "small"?

Costs it more pain that this, ye call

A "great event," should come to pass

Than that? * * *

 * * *

All service ranks the same with God.

If now, as formerly he trod

Paradise, his presence fills

Our earth; each only as God wills

Can work * * *

 * * There is no last nor first.

APPENDIX C.

EXAMINATION OF WITNESSES BY THE SUB-COMMITTEE.

1. Mr. W. TURNER.
Principal,
Nizam College,
Hyderabad.

Mr. Turner is in favour of secondary and university education in the State being controlled by state educational authorities and consequently being completely dissociated from Madras. He therefore supports the proposal for the establishment of a statutory Board to supervise and control secondary education in the State. As regards medium of instruction, he favours Urdu becoming the medium of instruction in all urban secondary schools, provided that English is a compulsory language and the mother-tongue of the pupil is an optional language in these schools. He agrees that it would logically follow that, after a period of transition, Urdu should be the medium of instruction in the Nizam College as in the Osmania University. But he thinks that in order to make efficient the teaching of science through Urdu, international scientific terms should be transliterated into Urdu and that new vernacular scientific terms to replace these should not be coined. As a consequence of control by the State over its own educational system, the Nizam College should, in his opinion, be associated to the Osmania University and follow the courses and take the examinations of the Osmania University. Nizam College students should have the option of answering Osmania University degree question papers in English until the replacement of English by Urdu as the medium of instruction in the College is complete. Mr. Turner pointed out that the Hyderabad Administered Area has its own special problems, which should be considered separately after the scheme for the control and organisation of education in the Hyderabad State has been formulated. He is in favour of dividing secondary education into two stages, Lower and Higher, with public examinations at the end of each of these stages, but is doubtful whether the first stage should end at class VII or at class VIII. He agrees to an extension of the secondary school course by one year and the reduction of the Arts and Science courses in the University to three years and consequently the abolition of the Intermediate examination in the University, provided the Higher Secondary Course is made efficient. He agrees to the division of the higher secondary school course into groups, Arts and Science, Commerce and Industries, but he thinks that to begin with it would be sufficient to provide for only one or two commercial and industrial courses in the State until experience is gained regarding their working and organisation. Mr. Turner would prefer the term "Higher Secondary" to "Collegiate" as the designation of the final stage of the secondary course.

2. Mr. SYED ALI
AKBAR,
Divisional Inspector
of Schools,
Headquarters,
Hyderabad.

Mr. Ali Akbar is in favour of the State completely controlling education in all institutions from the primary school up to the university and consequently in dissociating its secondary and university systems from any control by the Madras University. He is in favour of the establishment of a State Board for the supervision and control of secondary education. He would divide the school system into four stages as follows: (1) Primary,

up to class IV, (2) Lower Secondary, classes V, VI, VII and VIII, (3) Higher Secondary, classes IX, X and XI. He advocates the reduction of the University course to three years and the abolition of the Intermediate examination. He is in favour of the scheme of diversified courses at the higher secondary school stage. He emphasises that the courses of study for commercial and industrial diplomas should be not simply vocational but should be of a cultural character with courses of studies adapted to the aims of the course; thus the industrial course would include a course in economic geography, history and in the applications of pure science to industry. He is in favour of Urdu being the medium of instruction in all secondary institutions and in the University and does not consider that in practice there would be any serious difficulty in giving effect to this policy. He said that, as a matter of fact, Urdu is the medium of instruction in all but a few secondary schools. In no secondary school, in his opinion, should English continue to be the medium of instruction. He is in favour of making Agriculture a compulsory subject in all rural secondary schools and of having English as an optional subject in these schools for pupils who are fitted by capacity to proceed to higher education. He thinks that as soon as possible an Agricultural Faculty should be opened at the Osmania University and later on, when the economic conditions of the State demand, a Faculty of Commerce also. Mr. Ali Akbar is in favour of the term "Collegiate" as a designation for the Higher Secondary school course, but is of opinion that in secondary institutions there should be no difference in status between teachers in one section and another, that all should be called "assistant Masters," that the Head of the Institution should have complete power to allot a teacher to any section he pleases and that no allowances should be given to teachers for work in the higher section. Mr. Ali Akbar suggests that English should be commenced after the primary stage, provided that the lower secondary course is extended to four years. As regards the period of transition from English to Urdu as the medium of instruction in institutions in which the English medium is at present employed, Mr. Ali Akbar thinks that Urdu should be at once introduced as the medium of the lowest classes, a year later used in the first two classes, the next year in the first three classes and so on until Urdu becomes the medium of instruction throughout the whole institution. He recommends that boys who are in class VIII when Government orders regarding the reorganisation of education are issued, should be allowed to finish their course under the H.S.L.C. scheme, but that in the next year all boys entering class VIII should study for the State examination.

Mr. Azam is in favour of the complete dissociation of the educational system of Hyderabad from the control of Madras. Accordingly he supports the proposal that in the State there should be set up a statutory Board in control of secondary education. He agrees with the proposal that the University degree course should be of three years, that the Intermediate examination should be abolished and that the secondary school course should be extended by one year. He agrees to the institution of

3. Mr. S. M. AZAM,
Principal,
Government
City College,
Hyderabad.

a public examination at the end of class VIII, provided one or two optional subjects are taught in class VIII with a view to determining the aptitudes of boys for higher literary and scientific work. Although he thinks that there is something to be said on sentimental grounds for the term "collegiate" being applied to the higher secondary stage, he would prefer this stage to be called what it actually will be, namely, "higher secondary." He would have all teachers in secondary institutions designated as "assistant masters" and would give no special allowances to teachers because they have to teach in any particular classes of the institutions. He is in favour of making Urdu the medium of instruction in all secondary schools throughout the State as soon as possible and in this connection he has referred to the fact that Andhra and Maharashtra boys whose mother-tongue is not Urdu have been able to acquire Urdu without any difficulty, with the result that they have been easily able to follow lectures in the Osmania University and have done very well in competitive examinations in which Urdu is the medium. He, therefore, sees no difficulty in making Urdu the medium of instruction in the Nizam College within a few years and is of opinion that the change from English to Urdu would be to the advantage of the students themselves in a State in which Urdu is the official language of administration. He recommends, however, that insistence on Urdu as the medium of instruction necessitates special attention to the teaching of English and he therefore considers it very desirable that the standard of English in the Osmania University should be improved and that instruction there should be given up to the M.A. stage in order that the State may have available teachers with good qualifications in English. Mr. Azam is in favour of beginning the teaching of English in class V in rural areas, that is after the primary stage.

4. Mr. S. HANU-
MANTHA RAO,
Professor,
Nizam College.

Discussing the question of the medium of instruction in secondary schools in the State, *Mr. Hanumantha Rao* said that, speaking as an educationist, he was in favour of the mother-tongue, whatever it may be, being the medium of instruction throughout and English being a compulsory language. But in view of the conditions prevailing in the Hyderabad State, he is not opposed to Urdu becoming the medium of instruction in secondary schools, the mother-tongue being an optional subject of study in these classes and English being compulsory, provided that the change is introduced by gradual stages so as not to inflict real hardship on boys whose mother-tongue is not Urdu. Mr. Rao thinks that if the connection of the Nizam College with the Madras University is severed, the control of the Madras educational authorities over secondary education in the Hyderabad State should automatically cease. He is in favour of a reorganisation of education which would result in lengthening the secondary school course by one year, abolishing the Intermediate examination conducted by the university and making the Bachelor's degree course one of three years. He is not in favour of a public examination at any stage prior to the completion of the secondary school course as he thinks that such an examination would be an undue strain on the candidates. He is in favour of diversified courses, e.g., in Industries, Commerce,

Arts and Science, at the higher secondary school stage. Mr. Hanumantha Rao is not in favour of the designation "collegiate" being applied to any stage of the secondary school course.

As regards the question of the medium of instruction, Mr. Simpson, speaking as an educationist, thought that no pupil should be burdened with more than two languages, namely, his mother-tongue and English. But in view of the fact that in the Hyderabad State Urdu is the language of administration and the Courts, he would be prepared to have in schools two sections, one which would be taught through Urdu as the medium of instruction, and the other through English. Mr. Simpson is in favour of a seven-year secondary school course and a three-year university degree course. He is in favour also of secondary education being controlled entirely by a statutory Board set up by the State and of two public examinations being conducted by the Board, one at the end of the fourth year of the secondary stage and the other at the end of the seventh year, provided that the examination at the end of the fourth year is efficiently conducted on sound educational lines. Mr. Simpson approves the proposal for diversified courses in the last three years of the secondary school course. He is in favour of the three years course at the end of the secondary school stage being designated as "higher secondary" rather than "collegiate."

5. Rev. L. SIMPSON,
Principal,
Wesley High
School,
Secunderabad.

Mr. Hafizulla agrees in principle with the complete separation of the control of education in the Hyderabad State from the Madras system. He agrees also in principle that Urdu should be the medium of instruction in secondary schools but he is opposed to withdrawing the present option of instruction through English as a medium as long as there would be any real hardship to those who desire English as the medium. He is in favour of setting up a Board for controlling secondary education in the State but would confine the purview of this Board to class IX and above. He would add two years to the present High School course, calling the extra two years the "higher secondary course" and would have an examination at the end of class X and one at the end of class XII. He is not in favour of having any public examination below the class X stage. When asked how without an examination boys who are unfit for higher literary studies could be diverted to craft classes if they did not wish to attend these classes, he said that he was not in favour of any system of compulsion and that if some means had to be adopted for diverting boys, a scheme of examinations by psychologists might be tried. He is not in agreement with those educationists who say that there are evils in a biennial system of examinations and he would therefore retain an examination at the end of class XII and have another examination at the end of two years qualifying for a pass degree at the University but he would institute an honours course of three years. Parallel with the middle and high school courses he would have craft, commercial and agricultural courses for boys who have not got

6. Mr. M. HAFIZULLA.

literary aptitudes. But these courses would include also cultural subjects.

7. Professor QAZI
MAHOMED
HUSSAIN,
Osmania
Univ. sity.

Professor Qazi Mahomed Hussain agrees with the proposals outlined in the letter of the Director of Public Instruction. He discussed in particular with the committee the question of the medium of instruction in secondary schools and in the Nizam College in the event of the complete dissociation of the Hyderabad State system of education from Madras. He is in favour of Urdu being the medium of instruction in all secondary schools. As regards the Nizam College he is not in favour of that college being associated with the Osmania University unless it is clearly made a condition of association that after a definite period—say two years—Urdu shall become the medium of instruction in the Nizam College. He makes this condition because on educational grounds he is of opinion that Urdu should, under the conditions existing in the Hyderabad State, be the medium of instruction right up to the degree stage and also because it would be injurious to the interests of the Osmania University, one of whose fundamental principles is instruction through the Urdu medium, to have associated with it any institution which permits the use of the English medium. The association of two institutions using different media of instruction would, in his opinion, involve a permanent clash of ideals. Professor Qazi Mahomed Hussain said that if the Nizam College was associated with the the Osmania University; there would be no justification and it Osmania University, all post-graduate work should be done at would be an extravagance to retain M.A. and M.Sc. classes at the Nizam College.

नमस्ते नमः

8. Professor QADIR
HUSSAIN
KHAN,
T. CENTRAL PRESS,

Professor Qadir Hussain Khan is in favour of Urdu being the medium of instruction throughout the secondary and university stages. He is of opinion that the adoption of Urdu as the medium of instruction for higher education will promote the solidarity of the people of the State, as it is not confined like other vernaculars to particular geographical areas but is the vernacular which is used throughout the whole State. He also says that as Urdu is the language of administration and of the Courts, it is in the best interests of the people themselves that a knowledge of the language should be as widely diffused as possible. He emphasises that the adoption of Urdu as the medium should involve great attention being paid to the teaching of English as a compulsory subject and he thinks that if the teaching of English is made thoroughly efficient, students from the Nizam's dominions who compete for federal competitive examinations should not be under any practical disadvantage. In any case he thinks that the educational system should not be determined by the needs of these comparatively few students. Logically, he thinks that all the university education in the State should be concentrated at the Osmania University, but if on grounds of sentiment and expediency the Nizam College is retained as a separate unit, then Urdu should be the medium of instruction there and English should cease to

be the medium within a definite period, as soon as practicable. He does not think it necessary when association takes place that post-graduate teaching need be carried on both at the Nizam College and at the Osmania University. On grounds of economy and efficiency it would be desirable to concentrate this teaching at the University. He is doubtful whether the proposed reconstruction of education would not result in some students being admitted at too early an age to the University, but he is not opposed to the addition of one year to the present secondary school course and of making the B.A. pass degree course one of three years. Mr. Qadir Hussain Khan said that if we abolish the Intermediate examination, Hyderabad students who wish to join medical and other professional colleges outside the State may not be accepted unless they pass the degree examination of the Osmania University and that therefore it was an essential part of the proposed scheme of reorganisation that our medical and professional colleges should be brought up to the standard of those outside. Mr. Qadir Hussain Khan said that the problems of the Administered Area in the State were special and would have to be separately considered.

Messrs Abdul Aziz Khan and Haqqani both agree that the control of the Madras University over the Nizam College and secondary education in the State should be abolished. They are of opinion that Urdu should be the medium of instruction in all the secondary schools of the State and that Urdu should gradually be introduced as the medium of instruction in the Nizam College. They accept the proposed classification; primary stage four years, excluding kindergarten, as at present, and secondary stage four years, classes V to VIII; and the higher secondary or collegiate from class IX to XI. Mr. Abdul Aziz Khan prefers the term "higher secondary" to "collegiate" because he thinks that this stage is really secondary education and that the term "collegiate" will therefore be a misnomer. Mr. Haqqani prefers the term "collegiate" for sentimental reasons; he thinks that this term will be more attractive to pupils and parents. Both agree to the establishment of a Board of Secondary Education with the Director of Public Instruction as *ex officio* chairman, and they agree also to a public examination at the end of class VIII and another at the end of class XI under the supervision of the Board. Mr. Abdul Aziz Khan is of opinion that openings should be created by the development of State industries for the employment of young men who will take the industrial, commercial and agricultural courses. Both Mr. Abdul Aziz Khan and Mr. Haqqani have had experience of hundreds of boys whose mother-tongue is not Urdu; they say that boys who come from schools where no Urdu is taught have difficulty in the early stages in acquiring a knowledge of Urdu, but by the time they have finished the high school course, they have a ready facility in writing and speaking the language. Mr. Haqqani quoted the instance of a boy whose mother-tongue was Canarese and yet stood first in the Osmania University Matriculation examination in Urdu. The only difficulty is in respect of boys who come from outside the State and join secondary schools in the State. They said that the majority of boys in the Osmania matriculation class were Hindus and

9. Mr. ABDUL AZIZ KHAN,
Principal,
Intermediate
College, Warangal.
(Telugu area).

10. Mr. SYED ZULFIQAR ALI HAQQANI,
Principal,
Intermediate
College, Gulbarga.
(Canarese area).

that the majority of Hindus prefer Urdu as the medium of instruction. The demand for English comes from those who anticipate that they may wish to get the admission of their sons to schools or colleges in British India. Mr. Haqqani says that at present headmasters are experiencing great difficulty because there is no recognised test for admission to the higher classes of the secondary school and accordingly many boys who are unfit for these classes apply for admission. He is therefore strongly in favour of a provincial test. Mr. Abdul Aziz Khan, while not opposed to such a test, thinks that great care will have to be taken in prescribing the subjects for examination and conducting it in order to prevent the evil of cramming in schools.

11. Mr. M. V. ARUNA-
CHALLA
SHASTRY,
Professor of
Mathematics,
Nizam College.

Mr. Shastry said that he was in favour of adding one year to the school course and making the B.A. and B.Sc. pass course one of three years. He thinks that the present standard of education to universities is too low and that many boys who are unfit for higher literary studies are being admitted to the universities. He dislikes the idea of a public test at the end of the middle stage but, after weighing the pros and cons, he would not object to an examination being instituted at the end of class VIII, provided the test is not made too rigorous. He said that dissociation of the State system of education from Madras must come. One of the chief difficulties will be the medium of instruction. He is however prepared to support a proposal that Urdu should be the medium of instruction in all secondary schools. As regards instruction through the medium of Urdu at the university stage, he thinks that the chief difficulty is the lack of sufficient literature in Urdu and he doubts whether for a long time such literature will be available. He however has no objection to Urdu being introduced as an oral medium of instruction provided that English text books are used until equally good books in Urdu are produced. Mr. Shastry prefers the term "higher secondary" to "collegiate" for the three years post-middle secondary school course.

12. Professor KISHEN
CHAND,
Osmania
University.

Professor Kishen Chand would organise education on the following lines: He would compress the present course for the matriculation into nine classes; at the end of the ninth class, he would have a public examination; he would follow this up by a three-year course which he would designate "collegiate"; the admission examination to the university would be at the end of class XII; he would have a three years pass degree course and a one year course for the M.A. He is in favour of the complete dissociation of education in the Nizam's Dominions from the control of Madras and for this purpose favours the setting up of a statutory body to control secondary and collegiate education. He is not in favour of making Urdu the medium of instruction in all secondary schools. He would allow boys whose mother-tongue is not Urdu, to choose English as the medium of instruction and would have at the University parallel classes in which Urdu and English respectively are the medium of instruction.

The St. George's School works for the local Cambridge examinations. There appears to be a real need for a school of this kind for the benefit of the European and Anglo-Indian community and also for the benefit of Indian boys who wish to obtain a qualification which will admit them direct to institutions in Great Britain and elsewhere outside the State. The aims of the school need not be affected by the proposed scheme of reorganisation provided that the State Board controlling secondary education and the university admission examination makes provision for the admission of boys from St. George's School to higher secondary school courses and to the Osmania University by accepting the Cambridge examinations on reasonable conditions. Mr. Philip recognises that the European and Anglo-Indian boys of his school who wish to receive university education in the State will be at a disadvantage if the Urdu medium is made universal in the Nizam's Dominions. He said that at present he endeavours to make Urdu compulsory for all Mulki boys and would be prepared to continue this policy in the interests of those boys who have to look to the State for a career.

13. Rev. F. C. PHILIP,
Warden,
St. George's
Grammar School.

Mr. Sajjad Mirza is in general agreement with the proposals for the reorganisation of the educational system, but he wishes to have extension courses added to primary schools, as he considers that five years is not sufficient for a system of essential education. In this connection he said that if it was a question of finding money to expand primary education or to improve it, he would prefer the money being spent on improving the present system rather than in opening new schools. He is not in favour of a rigid division between rural and urban schools but agrees that a division might be made to the extent that English is compulsory in urban schools and optional in rural. He thinks that a bias should be given to the curriculum according to local conditions. Thus he would be in favour of agricultural courses in rural secondary schools but is opposed to making them of a purely vocational character. He is in favour of a statutory Board for controlling the courses and conducting the examinations in secondary schools, of the extension of the school course by one year and the abolition of the Intermediate examination. He is in favour of the abolition of control by Madras over the educational system in the Dominions. He considers that Urdu should be the medium of instruction in all secondary schools and does not anticipate that if the process of introducing Urdu is gradual, there will be any hardship in making Urdu the medium of instruction. He prefers the term "higher secondary" to "collegiate."

14. Mr. SAJJAD
MIRZA,
Principal,
Training College,
Hyderabad.

In his written statement *Mr. Mohiuddin* agreed with the suggestions put forward in the Director's letter except in one matter. He proposed that the collegiate stage should end at class XII, not class XI, and that the degree course in the university should be either of two or three years. But after further discussion he said that he was in agreement with the scheme according to which there would be three classes, namely, IX, X and

15. Mr. SYED MOHI-
UDDIN,
Principal,
Intermediate
College,
Aurangabad,
(Maharatta area).

XI in the collegiate stage and three classes at the degree stage. For sentimental reasons he prefers the term "collegiate" to "higher secondary." In his opinion there will be no practical difficulty in making the Urdu medium of instruction universal throughout the State in secondary schools. He has had considerable experience of Mahratta boys and has found that they have been able easily to acquire sufficient knowledge of Urdu to enable them to understand, speak and write Urdu with facility. He has found too that boys who are taught through the medium of Urdu, even those whose mother-tongue is not Urdu, have acquired a clearer grasp of subjects such as history and geography than boys taught through the medium of English. He is in favour of making Urdu the medium of instruction in all university classes up to the B.A. stage and thinks that once Urdu is made the medium of instruction in high schools, there will be no difficulty in taking the further step of making it the medium of instruction up to the degree stage.

16. Mr. SYED
HASHIMI,
Assistant
Judicial Secretary

Mr. Hashimi is in favour of making Urdu the medium of instruction at the secondary and university stages. He does not think that if this policy is adopted in all institutions there will be any real hardship to students whose mother-tongue is Urdu. Urdu is already the language of converse in the State on ordinary affairs between large numbers of Hindus as well as Muslims, and the difficulty of acquiring sufficient facility with Urdu to make it universally the medium of instruction in the State are much less serious than the difficulties of using English as the medium. In order to reduce this difficulty, where it exists, he would have Urdu taught as a second language in the two highest classes of primary schools in which of course the medium of instruction should be the mother-tongue of the pupil. Mr. Hashimi has had long experience in the Translation Bureau. He is not satisfied with what has been accomplished so far in regard to the production of text books in Urdu. He summarises the existing defects as follows:—

(i) There has been too much dependence on literal translations, the result being that books of a stilted character have been produced. These do not read well as Urdu. Mr. Hashimi insists that books should not be translated phrase by phrase or even sentence by sentence, but that the idea of the books should be put into Urdu written freely.

(ii) There has not been sufficient care to employ as translators men fully qualified for this work and consequently the majority of translations have been unsatisfactory for the purpose for which they are intended.

(iii) A serious obstacle to the use of the translations that have been produced is their cost. A translation bureau is in its purpose unless its books reach the hands of students and therefore the books must be sold at a price at least as low as and preferably lower than corresponding books in English.

(iv) As regards translation of technical terms, Mr. Hashimi thinks that the international term should be used in preference to an artificially coined term, provided that the transliteration is approved by an Urdu scholar. On the other hand, he

thinks that if there already exists in Urdu a term which adequately expresses a scientific idea, it should be used in preference to the international term. As a practical means of dealing with the question of terminology, he thinks that the work of deciding upon terms should in each subject be entrusted to a small committee consisting of an Urdu scholar, a scholar of the subject and the Curator.

Mr. Hashimi prefers the term "collegiate" to the term "higher secondary."

Nawab Nazir Yar Jung is in favour of the control of education in the Hyderabad State by the State authorities, provided that schools which at present prepare for the Cambridge local examinations should not be debarred from continuing to do so. He is in favour of making Urdu the universal medium of instruction above the primary school stage both in secondary schools and at the university, but he emphasises that in order to make Urdu a suitable medium of instruction for higher study it should freely absorb international terms and even terms from Telugu and Mahratti which are in current use in the State. The Urdu language is in his opinion one of great flexibility and it should give a welcome to terms for which there is no exact equivalent in Urdu. He is therefore not in favour of inventing new terms in preference to absorbing into the language existing terms. He is in favour of making the degree course one of three years and of adding one year to the school course. But he does not wish the State system of education to diverge so much from the system in other parts of India that migration from one university to another is prevented. He said that a preliminary to any reorganisation of education is a clear educational ideal by those responsible. In this connection he says that the aim in Hyderabad should be to make the State occupy a predominant position in all types of intellectual and social federation in India. It should be the purpose of our schools and colleges to inculcate a pride in the achievements of their own State and its people from the earliest times and, on the other hand, to discourage all tendencies that may incite hatred or even dislike of people outside the State; in short, there should be national pride but international brotherhood. He thinks that only those subjects should be compulsory which are essential for the development of mind and character and that the fullest opportunity should be given to students to obtain training along lines which will develop their special gifts and aptitudes. He thinks that the solution of the unemployment question is not to provide schools of a definitely vocational character but rather to provide facilities for training along different directions which will prepare pupils to make the best of their lives as future citizens. He prefers the term "higher education" to the term "collegiate" as the designation of the higher stage of the secondary school course.

17. NAWAB NAZIR
YAR JUNG
BAHADUR,
Judge,
High Court,
Hyderabad.

Mr. Abul Hasan accepts the proposals made in the Director of Public Instruction's letter, subject to the following modifications:—

18. Mr. ABUL HASAN,
Inspector of
Schools.

(1) He agrees that, educationally, the proposed extension of the school course by one year, the abolition of the Intermediate

examination and the extension of the degree course to three years, is educationally sound. But he thinks that this reorganisation would make it difficult for students of the State to migrate easily to universities outside.

(2) He is not in favour of a rigid division of schools into rural and urban, but he agrees that agriculture should be taught in rural schools and that in all schools there should be some form of manual training.

(3) He would like to have one year added to the primary school course with intensive training in agriculture for boys who do not go on to the middle school.

(4) The State should provide for facilities for training teachers to teach agriculture and manual training classes.

19. Mr. AHMED HUSSAIN KHAN,
Divisional
Inspector of
Schools.

Mr. Ahmed Hussain Khan said that a primary course including Kindergarten and four classes would be sufficient to make pupils literate. He attaches considerable importance to the scheme which has been introduced in the State for making primary school teachers the centre of communal life in the village and training them as agents to act as intermediaries between the villagers and officers of the Agriculture, Public Health and Co-operative Departments. He wishes to see agriculture along with connected occupations made a compulsory subject in rural middle schools and would also have in these schools English as an optional subject. But the introduction of agriculture would involve a well-planned scheme for the thorough training of teachers. In his opinion, the abolition of the middle examination was a mistake and in practice has resulted in a lowering of the standard of work in the higher classes of secondary schools owing to the influx of a large number of pupils who are unfit for these classes. He is in favour of making Urdu the medium of instruction throughout the secondary and university stages and is convinced from his experience that such a measure would not inflict any real hardship on those whose mother-tongue is not Urdu. He prefers the term "higher secondary" to the term "collegiate" as a designation for the upper course in secondary schools. He would organise higher secondary schools at present for instruction along two main branches (i) Arts and Science and (ii) Commerce. He is not certain whether industrial education should be given in separate institutions but would prefer separate institutions if their organisation is likely to throw too great a strain on the head of a school which teaches also arts, science and commerce. He insists on a high standard of attainment for admission to the University and would prefer a four years' course to a three years' course in order to ensure thorough training at the university stage. He would abolish the Intermediate examination, but would have an internal university examination at the end of the first year in order to eliminate those who are not likely to profit fully from university training. He thinks that in both Medicine and Agriculture there should be two grades of courses at the post secondary school stage in the case of Medicine a three years' course qualifying for a diploma and a five years' course qualifying for a degree; in the case of Agriculture, two years for a diploma and three years for a degree course; his object in

curtailing the diploma course being to obtain men who would be content to settle down in small towns or in rural areas.

Mr. Sundaram agrees generally with the suggestions put forward in the Director of Public Instruction's letter subject to the following points which he emphasised:—

20. Rev. G. SUN-
DARAM,
Methodist Boys
High School,
Hyderabad-Dn.

He puts in a strong plea for the development of secondary education on an aided basis and thinks that if the State were to adopt a definite policy of giving grants-in-aid to private bodies, insisting on efficiency by means of a system of inspection, secondary education would be more widely spread at less cost to the State than through a system of institutions maintained by Government. As regards the medium of instruction, Mr. Sundaram insists as an educationist that the ideal should be to have instruction given through the medium of the mother-tongue. Having regard to practical considerations, he agrees to some compromise, especially in regard to urban schools where there are mixed classes of boys, some with Urdu, some with Telugu or some other vernacular as their mother-tongue. Mr. Sundaram says that in rural areas where the mother-tongue of the majority of the people is not Urdu, their own mother-tongue should be the medium of instruction in primary schools. In the circumstances of the State, where Urdu is the language of administration and of the Law Courts, Urdu would be a preferable medium to English on practical grounds. He thinks, however, that boys whose mother-tongue is not Urdu would be at a disadvantage as compared with boys whose mother-tongue is Urdu. The change in the medium of instruction if made in those schools in which Urdu is not at present the medium of instruction should therefore be made by gradual stages so as not to inflict any real hardship on boys whose mother-tongue is not Urdu. Mr. Sundaram has no objection to the Nizam College coming under the educational jurisdiction of the Osmania University. He thinks that a change of medium of instruction there from English to Urdu would be premature. He agrees to the proposed redistribution of classes including a three year university course and the abolition of the Intermediate examination. Mr. Sundaram's main reasons for supporting the reorganisation of education on the lines proposed is to put it on as economical a basis as possible in order that more funds may be available for the spread of primary education.

Mr. Sundaram prefers the term "higher secondary" to "collegiate."

Dr. Pope is in favour of the proposed division of the secondary school into two stages, one ending with a public examination at the end of class VIII and the other ending with a public examination at end of class XI and of a three years university degree course. She would like to see Domestic Science taught in Girls' Schools and Colleges from the middle stage up to the degree stage. The subject should, in her opinion, be compulsory at the lower secondary stage and optional at the higher secondary and

21. Dr. AMINA POPE,
Principal,
Women's College,
Nampalli.

degree stages. Girls should take Domestic Science at the higher secondary stage, and, provided they pass in other subjects approved by the University, be eligible for admission to degree courses in Arts or Science.

The Sub-Committee asked Dr. Pope to consider, in consultation with her staff, the question whether there should be bifurcation of studies in the higher classes of Girls' Schools, one branch leading to the University and the other branch leading to a certificate certifying the completion of a satisfactory higher course of secondary education for girls. The latter course would be for the benefit of those girls who have not the aptitude or taste for university studies and would be designed specially with reference to their needs. Dr. Pope will consider whether this suggestion is feasible and if so at what stage bifurcation should take place and what in outline should be the nature of the course for girls who are not proceeding to the University.

22. Professor MOULVI
ABDUL HUQ,
Osmania
University.

Moulvi Abdul Huq is strongly opposed to the retention of any control by the Madras University over the educational system of the Hyderabad State. After discussion with the Sub-Committee, he agrees to the proposed division of the educational course into four years at the primary stage (plus the present infant classes), four years for the lower secondary school stage, three years for the higher secondary stage and three years for the University degree stage.

Moulvi Abdul Huq has had long experience of teaching at Aurangabad, boys whose mother-tongue is Marathi. He is of opinion that these boys can acquire facility in reading and writing Urdu much more easily than English because most of them are daily in contact with Urdu speaking people and have acquired, in the converse of everyday life, some familiarity with Urdu from their earliest years. At the Osmania University he has found that students whose mother-tongue is not Urdu have been able to acquire a knowledge of Urdu quite equal to that possessed by students whose mother-tongue is Urdu. He has had in his Urdu M.A. classes students whose mother-tongue is not Urdu and these students have been quite as good as students whose mother-tongue is Urdu.

23. Professor H. K.
SHERWANI,
Osmania
University.

After discussion, *Professor Sherwani* supplementing his note, said that he was in favour of transferring one year from university to secondary education and having a three years' Bachelor's degree course. He is in favour in principle of two public examinations at the secondary school stage, one to eliminate those unfit for higher secondary education and one the final examination of the secondary school. But he thinks that the first of these two examinations should not be put at a place where it will involve a strain on the pupils. He also agrees in principle to the control of secondary education by a statutory body provided that the University is well represented on this body. He suggests that the representation should be at least 30 per cent.

Professor Wahidur Rahman is in favour of the proposal that the Intermediate examination should be abolished, that one year should be transferred from the Intermediate stage to the higher secondary stage and that the length of the degree course should be three years. He is also in favour of secondary education up to class XI being supervised and controlled by a statutory board on which the University should be well represented. He is in favour of two examinations, one at the end of class VIII and another at the end of class XI. As regards the medium of instruction, Professor Wahidur Rahman says that students whose mother-tongue is not Urdu have more readily acquired facility in understanding and speaking Urdu than English. He therefore thinks that even those students whose mother-tongue is not Urdu are able to acquire a grasp of Science subjects more readily through the medium of Urdu than through the medium of English.

24. Professor WAHIDUR RAHMAN,
Osmania
University.

Professor Wahidur Rahman is of opinion that the control of the Madras University over education in the Hyderabad State should cease and that all education in the Hyderabad State should be controlled by educational authorities within the State. He is opposed to having in the State two different systems of education either secondary or university.

Professor Qoreshi agrees generally with the suggestions made by the Pro-Vice-Chancellor but emphasises that if one class is to be removed from the University to the schools, the staff and equipment of the latter must both be adequate to ensure efficient teaching. He regards this as an essential condition of transfer of class XI to the schools. He says also that no new institution teaching degree classes should be allowed to grow up in the State.

25. Prof. QORESHI,
Osmania
University.

On the question of the medium of instruction, Dr. Qoreshi said that he had carefully considered the possibilities of Urdu as a medium for University instruction during his ten years' experience at the University. In the early stages he was somewhat sceptical about the success of the Urdu medium but experience has convinced him that students can understand the subject-matter and express themselves more clearly when taught through the medium of Urdu than when taught through the medium of English. This is true of students whose mother-tongue is Urdu. He thinks that there is room for improvement in the production of text books up to the end of the B.Sc. stage. The main difficulty of using Urdu at the M.Sc. stage is to find an adequate number of qualified examiners. This difficulty does not exist at the B.Sc. stage.

Mr. Preston would organise the Central Technical Institute as follows in order that the institute may fit into the proposed scheme of educational reconstruction in the State:—

26. Mr. C. E. PRESTON,
Vice-Principal,
Osmania Central
Technical
Institute,
Hyderabad.

(1) The preparatory course should be abolished. There is no further need for this course. The work that it is doing should be done in the ordinary schools of the State. At the Institute there should be two courses, (i) for artisans open to boys

who have passed at least the Upper Primary examination and who are not less than 12 or more than 16 years of age; and (ii) for maintenance engineers, for boys who have passed the school certificate examination at the end of class VIII and who are not less than 15 or more than 18 years of age. The length of each of these courses should be five years. The artisan course will include training along two or three specialised lines, *e.g.*, electrical wiring, blacksmithy, carpentry, fitting, etc. Mr. Preston is inclined to think that the artisan course should be self-contained and that it may not be possible to promote boys from the artisan course to the maintenance engineer's course. This is a question which may be examined in more detail at a later stage.

(2) The Government industrial schools at Nizamabad and Aurangabad and other schools, if any, of that type in the State should be organised to provide courses similar to those at the Central Technical Institute. The Central Technical Institute should be a model institution of this type and other institutions offering similar courses should be established at suitable centres in the State but on a cheaper basis. In order to secure unified control and co-ordination between the ordinary schools and technical schools, it is desirable that all technical institutions (as distinct from trade schools) should be placed under the control of the Education Department (Director of Public Instruction), but it may be desirable to leave the Central Technical Institute under the Finance Department, as at present. Technical institutions other than the Central Technical Institute should be controlled by a special inspector acting under the Director of Public Instruction. This special inspector should be in charge of a section of the Director's office which will organise technical institutes. The Principal of the Central Technical Institute should be the Director's chief adviser in regard to organisation, staff, equipment, etc., of these institutes, he should periodically inspect technical institutes established in different parts of the State. Industrial schools aiming at giving purely industrial education in particular trades should remain under the control of the Commerce and Industries Department.

27. Colonel FARHAT
ALI,
Principal,
Hyderabad.
Medical College.

We confined our discussion with *Colonel Farhat Ali* to the question of qualifications for admission to the Medical College in the proposed scheme of reorganisation. Col. Farhat Ali agrees with the following suggestions: Provision, including well qualified staff, good laboratory and adequate equipment, should be made at a selected number of higher secondary schools for a three years' course in Chemistry, Physics and Biology. The diploma examination of the Board of Secondary Education should be accepted by the Medical College as the minimum qualification for admission to an examination to be termed "Pre-Medical Examination." This examination will be conducted by the authorities of the Medical College and only students who pass this examination will be eligible for admission to the Medical College. Efforts should be made to obtain recognition by the Medical Council of this examination as equivalent to the Pre-Medical Examinations of other universities.

Mr. Hardikar is in general agreement with the scheme of reorganisation of education proposed. He wishes to emphasise the following points:—

25. **Mr. V. V. HARDIKAR,**
Headmaster,
Vivek Vardhani
High School,
Hyderabad.

The public examination at the end of class VIII should not be of a too rigid character. It should be simply a qualifying test in the essential subjects of the curriculum. He is in favour of the proposed differentiated courses at the higher secondary school stage but is of opinion that cultural education should be included in these. He is in favour of a statutory board for the control and supervision of secondary education in the State but emphasises that non-official opinion should be represented on the Board.

As regards the medium of instruction, *Mr. Hardikar* thinks that the ideal would be that all instruction even at the secondary stage should be in the student's own mother-tongue, but, having regard to practical considerations, he thinks that as between English and Urdu, Urdu is a preferable medium, provided that the introduction of Urdu as the medium is made gradually and that it is taught as a second language in primary schools beginning at least in class III there. He thinks that in a school in which there are a majority of pupils whose mother-tongue is not Urdu, provision should be made for teaching them through the medium of their mother-tongue up to the end of class VIII. He thinks that it would be too complicated to extend this system above class VIII. Above that stage he would have Urdu as the medium of instruction. He agrees however that when for administrative reasons it is not possible to have at the middle stage a separate section which would use the mother-tongue as the medium of instruction, the medium of instruction for the whole school at that stage should be Urdu.

Mr. Loya submitted a note in which he stressed the introduction of compulsory education and the establishment of night schools. He also pressed for the recognition of Hindi to the extent that private schools teaching through the medium of Hindi should be recognised. He also thought that the reorganisation of education should include reforms in girls' education. He is in general agreement with the scheme of educational reconstruction, i.e., the establishment of the statutory Board to control and supervise secondary education and of two examinations, one at the end of class VIII and the other at the end of class XI, and a three years' university course for the Bachelor's degree.

29. **Mr. S. N. LOYA,**
President,
Sub-committee,
Marwadi Hindu
Patashala,
Hyderabad-Dn.

Our oral discussion with *Mr. Loya* was confined mainly to the question of medium of instruction. *Mr. Loya* agrees that Urdu is more familiar to the majority of pupils in the State than English and that it is for practical purposes more advantageous to people of the State to know Urdu than to know English. But he prefers English as the medium of instruction to Urdu because he thinks that the use of English would be advantageous to boys who seek higher education outside the State and because English is an international language. At the same time he advocates that Urdu should be a compulsory second additional language in all secondary schools. He recognises the difficulty of choosing a medium of instruction at the secondary stage in a State in

which four vernaculars are spoken. But he would meet this difficulty by the suggestion that Government should provide a school using as the medium of instruction the language spoken by the majority of students in the locality. For students whose mother-tongue is not that language, provision should be made by their own community establishing private schools which should be aided by Government. Mr. Loya added that while the above were his present views, he recognises that there is a good deal to be said in a State of several vernaculars to having as the medium of instruction the official language of the State, and would reserve his final opinion on the question of medium of instruction.

30. Pundit L. B.
PHATAK,
Editor,
Nizam Vijaya.

Our discussion with *Mr. L. B. Phatak* was confined to the question of language. Mr. Phatak agrees that at the primary stage students should be taught through the medium of their mother-tongue, whatever it may be. He agrees also that at the secondary and university stages pupils should acquire (a) a cultural and literary knowledge of their own mother-tongue, (b) a thoroughly proficient knowledge of Urdu, and (c) a thoroughly proficient knowledge of English.

As regards the question of the medium of instruction, Mr. Phatak thinks that if it is not feasible to make the mother-tongue the medium of instruction at the secondary stage, English should be the medium of instruction. He said that a Marathi boy knew Urdu and that in structure and vocabulary Urdu had a close connection with Marathi; but notwithstanding these facts he contended that a Marathi boy could acquire a knowledge of English more easily than he could acquire a knowledge of Urdu. He also thought that for Marathi boys in the State, English was more useful than Urdu because as a certain number of boys left the State they required a knowledge of English in the outside world.

Mr. Phatak is in favour of dissociating education in the State from the control of the Madras University but thinks that English should be retained as the medium of instruction in the Nizam College. Mr. Phatak is also in favour of the proposed reorganisation of courses and of public examinations conducted at the end of class VIII and class XI.

31. Mr. PRATAP
REDDY,
representing the
"Golconda
Patrika."

Mr. Pratap Reddy appeared before us to represent the editor of the "Golconda Patrika." The views which he expressed to us were therefore the views of the Editor of that paper, not necessarily his own views. On the question of language he said that the view of the Editor was that the medium of instruction at the secondary stage should be the mother-tongue of the students and where this was not feasible that the medium should be English. He thinks that a Telugu boy can acquire a knowledge of English as easily as he can acquire a knowledge of Urdu. For Telugu boys he would not even make Urdu a compulsory subject of study but would confine language study for these boys solely to the mother-tongue and to English. He is in general agreement with the proposals for reconstruction of education in

the State and with the suggestion that the control of the Madras education authorities over secondary education in the State should be severed provided that English is retained as the medium of instruction.

Mr. Hanumanth Rao gave us his views especially on the question of language. His view is that the mother-tongue of the student should be the medium of instruction even at the secondary school stage. Where this is not possible, he thinks that English should be the medium of instruction although he admits that in urban areas students may acquire a knowledge of Urdu somewhat more easily than a knowledge of English. He is in general agreement with the proposed scheme of educational reconstruction in the State and with the dissociation of the control of Madras University over secondary and university education in the State provided that the standard of secondary and university education in the State is made equal to that in other parts of India. Mr. Rao thinks that it is a burden on students in the State to have to learn three languages, English, Urdu and the mother-tongue.

32. Mr. HANUMANTH
RAO,
Secretary,
Andhra
Conference.

Mr. Narsing Rao agrees to the reorganisation of education as proposed by Dr. Mackenzie, viz., kindergarten plus four years at the primary stage, four for the lower secondary, three for the higher secondary and three for the B.A. degree course. He is in favour of Urdu being the medium of instruction in the higher secondary and the university stages, provided that the standard of English is not allowed to fall below that of the British Indian Universities. He emphasises that under the Federal Government there will be competitive examinations for appointments to the All-India services and he wants Hyderabad students to have a share of these appointments. Mr. Narsing Rao agrees that the mother-tongue should be the medium of instruction throughout the primary stage. He is of opinion that the mother-tongue should be the medium of instruction in the lower secondary stage also. When questioned regarding administrative and financial difficulties involved in providing parallel classes in secondary schools, he expressed the opinion that Government should provide instruction in the local vernacular, e.g., in Telugu in the Telangana, in Marathi in the Marathwadi and in Canarese in the Canarese districts. The pupils belonging to minority communities should be made to use the local vernacular as the medium of instruction. However, he appreciates the importance of Urdu and English as the official and international languages respectively and is therefore of opinion that they should be taught as optional languages from the fourth standard up to the end of the higher secondary stage. According to his scheme, a pupil may take up either Urdu or English or both. Mr. Narsing Rao has no objection to the discontinuance of the connection with the Madras University nor has he any objection to Urdu being introduced as the medium of instruction in the Nizam College provided that the standard of English is not allowed to fall below that of the Madras University. He is very doubtful whether the Osmania

33. Mr. NARSING
RAO,
Editor of the
Raiyat.

University in spite of its efforts in this direction will be able to keep the standard of English up to that of the Madras University, as Urdu is the medium of instruction in the Osmania University. Mr. Narsing Rao is strongly of the opinion that there should not be any difference in curricula for rural and urban schools. But he has no objection to the giving of a rural bias of a practical kind to education in rural areas. Mr. Narsing Rao suggested that in addition to the courses on agriculture, commerce and industry to be introduced in higher secondary schools, a course of medicine be also started with a view to producing doctors who would establish themselves in rural areas as private practitioners and also take up junior appointments in Government service. He also suggested that a special course for instruction in law should be started in the higher secondary schools for those who wish to take up the legal profession.

With regard to the education of Hindu girls particularly, Mr. Narsing Rao is of the opinion that education for girls should be imparted through the mother-tongue, as girls, owing to matrimonial customs, cannot ordinarily study beyond the age of 14. English and Urdu may be taught as optional languages so that a girl may take up either Urdu or English or both. Mr. Narsing Rao thinks that schools for girls providing instruction through the mother-tongue up to the lower secondary stage with English and Urdu as optional languages would to a great extent solve the problem of the education of Hindu girls. He has no objection to Urdu being used as the medium of instruction by girls at the higher secondary and university stages. As regards the curriculum for girls' schools, he thinks that there should be no difference between the curricula for boys and girls in literary subjects, but he is in favour of a differentiation in practical work and manual training.

नमो भगवते वासुदेवाय

34. Dr. S. LATIF,
Osmania
University.

Dr. Latif is of opinion that during the past ten years there has been a gradual improvement in the teaching of English in the schools, as judged by the students of the First Year class in the University. He emphasises that it is necessary further to improve the teaching of English in the University by the introduction of tutorial instruction through seminar classes in which great attention should be paid to composition, translation and oral English. He is in favour of the transfer of the first year university class to schools and of a three years' B.A. course. He does not think that this change will involve hardship as very few students transfer to British India during the undergraduate stage. He is strongly in favour of ending the control of the Madras University over institutions in the Hyderabad State. As regards medium of instruction, Dr. Latif thinks that the mother-tongue should, as at present, be the medium of instruction in primary schools, that instruction may be continued to be given through the mother-tongue up to the end of the lower middle stage, if this is administratively possible, but that Urdu should be the medium of instruction at all stages above the lower middle school stage. He emphasises however that if Urdu is to be the medium of instruction in the secondary stage of education, it should be taught as a language to all pupils from class IV. Dr.

Latif thinks that if the standard of English of an Osmania University graduate is to be equal to that of graduates of other universities in India, the study of English as a compulsory language should commence not later than class IV. But he thinks that in schools at least the teaching of English should be through books which will give to students a thorough mastery of modern English in current usage and should not be through books in which there is archaic English.

Mr. Beeching is in general agreement with the proposed two five years' courses, one for the training of artisans and the other for the training of overseers at the Osmania Central Technical Institute. He thinks however that the way should be open to students from the Institute to obtain admission to the University engineering course. He thinks that it is possible to bring the diploma students up to the standard in Mathematics, Physics and Chemistry usually required of students who enter the university, without making the diploma course too theoretical. He thinks that, for the present, diploma work should be confined to the Central Technical Institute and that institutes at district headquarters outside Hyderabad should confine themselves to the artisan's course. In his opinion, the Institute alone is likely to meet the needs of the State for the supply of overseers for some years to come and it would be extravagant to duplicate the diploma course until the need for further institutions teaching this course is felt. *Mr. Beeching* emphasises the need for making arrangements by which students will be brought into contact with employers, especially in the last year of their training, and he advocates that there should be a definite systematic method of keeping the Institute in close touch with the industries of the State. In this connection he recommends that the vacation of the Institute should be increased to two months, during which students may obtain practical experience on works. He would extend the vacation in order to provide such facilities even if in consequence it might be necessary to increase the length of the working day during term time.

35. **Mr. W. BEECHING,**
Osmania Central
Technical
Institute.

We discussed with *Mr. Akbar Ali Khan* the question of the medium of instruction in secondary schools. In his opinion it is educationally desirable that students should be taught through their own mother-tongue to as late a stage as possible. But he realises the practical difficulties of applying this theory in practice in a State in which there are four Indian languages. He thinks that, as a practical solution of this difficult question, the mother-tongue should, if possible, be used as the medium of instruction to the end of class VI. This he thinks might perhaps be financially possible. But all pupils should be taught Urdu as a second language from class III. By the time they reach the end of class VI they should have sufficient knowledge of Urdu to enable them to learn subjects such as history, geography, science, etc., through the medium of Urdu. He thinks that in the higher secondary stage even those students whose mother-tongue is not Urdu would be able to think and acquire knowledge more easily

36. **Mr. AKBAR ALI KHAN,**
M.L.C.

through the medium of Urdu than through the medium of English. He therefore recommends that above class VI Urdu should be the medium of instruction but that English should be compulsory for all pupils in urban schools and the mother-tongue should be taught as a second language to all who desire to learn it. He thinks that English should, as at present, be optional in classes III and IV and compulsory from class V in urban schools. Mr. Akbar Ali Khan does not think that these recommendations should inflict any real hardship on pupils because in effect they would extend to a few schools conditions which already apply to the great majority of secondary schools in the State.

As regards the Nizam College, Mr. Akbar Ali Khan recognises the force of sentiment in favour of the Nizam College. But looking at the matter from the point of view of the educational interests of the State, he is of opinion that it must logically follow from his views regarding the medium of instruction at the secondary stage that Urdu should be the medium of instruction also at the University stage. He would not, however, replace English at the Nizam College by Urdu as the medium of instruction so suddenly as to inflict hardship on students who are studying at the Nizam College. The students who are reading in the Nizam College on the date at which educational changes are introduced, should be allowed to finish their course with English as the medium of instruction, Urdu being introduced as the medium only for students who join the College after a certain date to be notified. Mr. Akbar Ali Khan is of opinion that academic control of the Madras University over the Nizam College should be severed as quickly as possible.

37. Mr. NIZAMUDDIN
HYDER,
Director of
Agriculture.

Mr. Nizamuddin Hyder is of opinion that there is need in the State for a grade of agricultural school which would admit boys who have had a lower secondary school education and would impart a thoroughly practical training in agriculture for three years. He thinks that, in the present circumstances, the products of such a school would be of more value to the State than the products of an agricultural college of university standing. He is in favour of establishing at the outset three such agricultural schools, one in each of the main language areas of the State, say one at Warangal, one at Gulburga and one at Aurangabad. He has promised to send to the Director of Public Instruction suggestions in detail regarding the following:—

- (1) Course of instruction.
- (2) Staff (number, qualifications and pay).
- (3) Approximate cost of buildings and land.
- (4) Approximate recurring expenditure on items other than staff.

As regards instruction in agriculture at the lower secondary stage, Mr. Nizamuddin Hyder is in favour of the introduction of courses of rural knowledge on the lines of the rural knowledge scheme in the United Provinces.

He is in favour of the Education Department employing a whole-time officer to organise the agricultural schools and the teaching of rural knowledge in lower secondary schools. He also

recommends that there should be a standing committee, with the Director of Public Instruction as President, including representatives both of the Education Department and of the Agricultural Department, in order to secure co-operation between the two Departments in the matter of agricultural training and to ensure that the teaching of agriculture both in lower secondary schools and in special agricultural schools is conducted on lines which will be to the benefit of agriculture in the State.

Mr. Nizamuddin Hyder is of opinion that the principles of co-operation can best be inculcated in school boys by means of co-operative societies which they themselves would work, *e.g.*, in connection with hostel life, rather than through formal lectures, and he would like to see work of this kind encouraged in schools of the State. He thinks that the teaching of hygiene and sanitation also should as far as possible be of a practical kind rather than through text books.

Mr. Moududi agrees with the proposed reorganisation of education and accepts the suggestion that there should be a primary course of five years including kindergarten, a lower secondary course of four years with a public examination at the end of class VIII, and a higher secondary course of three years with another public examination at the end of class XI; and that both these public examinations should be conducted by a Board of Secondary Education.

38. Mr. ABUL ALAY
MOUDUDI,
Editor,
Tarjumanul
Quran.

With regard to the medium of instruction, Mr. Moududi is strongly of opinion that the Dominions should have one common language of social intercourse and culture. He makes the point that people of the Telugu area will not accept Canarese or Marathi as a common language nor will the Marathas accept Telugu or Canarese as the common language. As Urdu is already the common language of social intercourse between different communities in the Dominions, Urdu should, in his opinion, be the medium of instruction in secondary schools. He is further of the opinion that as Urdu has so far been successfully used as the medium of instruction in most of the secondary schools in the Dominions, there is no reason why it should not be made the medium of instruction in all secondary schools in the State. He thinks that two years' teaching of Urdu at the primary stage is quite sufficient for the purpose of introducing Urdu as the medium of instruction from class V, as is the case in almost all secondary schools in the Dominions. Mr. Moududi is in favour of the abolition of the bi-cameral system of education. He thinks that the control of the Madras University should be removed as early as possible and that Urdu should be the medium of instruction in the Nizam College gradually. Mr. Moududi has promised to send to the Committee a note on female education.

Nawab Fakhr Nawaz Jung is in entire agreement with the proposed scheme of educational reconstruction. He and his Committee (Osmania University Graduates' Association) would, however, like to see the course of instruction divided as follows:—

39. NAWAB FAKHR
NAWAZ JUNG.

Primary course plus infant class	..	..	4	years
Lower secondary course	..	..	4	"
Higher secondary course	..	..	4	"
University degree course	..	..	3	"

He thinks that Urdu should be taught to all the pupils from as early a stage as possible, not later than class III. He would be in favour of teaching the mother-tongue up to class VI if this is feasible. He thinks that on the grounds of expense it would not be possible to continue teaching through the medium of mother-tongue beyond that stage and perhaps even up to that stage. He points out that students whose mother-tongue is not Urdu have not been under any disadvantage in cases where they have been taught through the medium of Urdu. Thus students whose mother-tongue is not Urdu have carried off more prizes in the Osmania University than students whose mother-tongue is Urdu.

40. Mr. VAMAN
NAIK.

Mr. Vaman Naik agrees generally with the proposed scheme for the reconstruction of education in the State subject to the following qualifications. He is not in favour of separating University system of education in the State from the Madras University unless Government make the system of University education in the State so efficient that the Osmania University degrees will be recognised by other Universities in India and facilities for education through the English medium are provided for those who are unable to take advantage of the Urdu medium. He says that provided these conditions are fulfilled he would welcome most heartily the abolition of the control of the Madras University over the system of education in His Exalted Highness the Nizam's Dominions.

41. Mr. AHMED ARIF,
Editor of the
'Subha-e-Deccan.'

Mr. Ahmed Arif entirely agrees with the reorganisation of education into four stages as proposed by Dr. Mackenzie. He is in favour of the use of the mother-tongue as medium of instruction as far as the primary stage is concerned but is strongly in favour of Urdu being used as the medium of instruction in the secondary and the University stage. He is in favour of the abolition of the control of the Madras University and also the gradual introduction of Urdu as the medium of instruction in the Nizam College. He agrees to the establishment of a Board of Secondary Education as proposed by Dr. Mackenzie.

42. MOULVI MOHD.
AKBER ALI
SAHEB.

Moulvi Mohd. Akber Ali Saheb is in general agreement with the scheme proposed by Dr. A. H. Mackenzie, regarding the re-organization of education into four stages. He is, however, of opinion that the intermediate examination should be continued. He thinks that the intermediate examination serves as an efficiency bar for students. He is not in favour of the abolition of the bi-cameral system of education in the State. He thinks that in accordance with the traditions of the State educational facilities for the education of those persons who are connected with the Madras Presidency should be continued as at present. He thinks that the maintenance of the Nizam College as at present would be expedient. He strongly advocates that Arabic should be a compulsory subject for Muslim boys and that moral instruction should be continued as a compulsory subject for non-Muslim boys.

Mr. Vasudev Rao is in general agreement with the scheme of the reorganization of education into four stages as proposed by Dr. A. H. Mackenzie.

43. Mr. VASUDEV
RAO,
Editor,
Musheer-e-
Deccan.

As regards the medium of instruction, he is of opinion that, as far as feasible administratively and financially, the medium of instruction should be the mother-tongue of the pupils. He has no objection to the severance of the connection between the Nizam College and the Madras University nor has he any objection to the association of the Nizam College with the Osmania University, provided that the medium of instruction in the Nizam College continues to be English as at present. He is of opinion that the candidates at public examinations should be allowed to answer question papers through the medium of their mother-tongue if they so desire whatever the medium may be through which they may have received their education. He has no objection to Urdu being the medium of instruction at the Osmania University and also in secondary schools if administratively and financially it is not possible to arrange parallel classes. He says that private schools may be recognized by the Osmania University even if the medium of instruction in them is the mother-tongue of the pupils and not Urdu. He recommends that journalism should be introduced in the Osmania University as an optional subject.

Mr. Syed Wakar Ahmed agrees generally with the proposals for the reconstruction of education in the State. As regards the medium of instruction he emphasises that Urdu is not the language of one community but is built up by contributions from Hindi as well as from Persian and Arabic. It is therefore a suitable medium for all classes. He said that he has travelled over nearly all parts of the State and he has found that Urdu is understood even in the villages throughout the State.

44. Mr. SYED WAKAR
AHMED.

Mr. Abdur Rahman said that he wished to emphasise that an education designed for boys to prepare for careers in commerce and industry or agriculture should not displace or interfere with literary education. He is in favour of reorganizing local bodies with the object that they ultimately may be able to take over the control of primary education with success. He advocates the use of Urdu as the medium of instruction throughout the State because he thinks that Urdu, more than any other vernacular, is a means of uniting all classes of the State in one culture. In his opinion Urdu is extensively used throughout the State and therefore there should be no difficulty in making it the medium of instruction for all classes. He would, however, impart primary education through the local vernacular. He thinks that it would be too expensive to impart secondary education through all vernaculars. He would, however, impart vocational education through the mother-tongue of the people as such education is of purely economic value. But in schools where literary education is imparted such education should be through the medium of language which will create one common culture.

45. Mr. ABDUR
RAHMAN,
Editor of Daily
Munshur.

46. Mr. ALLANDIKAR,
B.A., LL.B.,
Vakil,
Gulburgah.

Mr. Allandikar said that in some primary schools boys whose mother-tongue is not Urdu are transferred to Urdu class IV at the end of the Primary stage instead of being promoted to the Middle School. He urged that the teaching of the mother-tongue should be made more systematic because he found that boys promoted from the Primary School to the Middle School were marking time in their study of the mother-tongue. He advocates that both Urdu and English should commence in class IV. He is in favour of setting up a statutory Board for the control of secondary education in the State and has no objection to the severance of University education in the State from the Madras University provided that the Osmania University is recognized by other Universities in India. He advocates teaching through the medium of mother-tongue up to the end of the middle stage and after that stage considers that if it is not practicable to give continued instruction through the mother-tongue instruction should be through the medium of English as well as through the medium of Urdu.

47. Mr. SANGHI,
Secretary
Agarwal
Society.

Mr. Sanghi is generally in agreement with the proposed scheme of educational reconstruction but although he favours the separation of the Secondary and University system from the control of the Madras University he is of opinion that such separation should not take place unless English is made the medium of instruction for those students in the higher Secondary and University classes who are unable to take advantage of the Urdu medium. He advocates the use of the mother-tongue as the medium of instruction up to the end of the lower secondary school stage and in this connection urges that Hindi should be one of the recognised vernaculars of the State for this purpose in Hyderabad and other large towns where there is a substantial Hindi speaking population. He recommends that in the constitution of the proposed Statutory Board of Secondary Education provision should be made for the inclusion of at least two representatives of the public. *Mr. Sanghi* recommends that in the Medical College there should be parallel classes for instruction through the medium of English if sufficient women students are forthcoming to take advantage of the course. He is not in favour of admitting third class matriculates to the University and says that beyond that there should be no further restrictions.

48. Mr. R. S. NAIK,
M.A.,
Bar.-at-Law,
and
Mr. LAXMANRAO
GANU,
B.A., LL.B.

Mr. Naik would prefer English to Urdu as the medium of instruction for the following reasons:—

- (a) (1) Political value of English
- (2) Commercial value of English
- (3) The value of English literature
- (4) The value of English as an international medium of communication.

(b) *Mr. Naik* is of opinion that Urdu cannot become the *lingua franca* of the State because in his opinion the study of Urdu contains too many Arabic and Persian words and the mother-tongue of the majority of the people of the State is not Urdu.

(c) The tendency of people in the State whose mother-tongue is other than Urdu is to assert their own language.

(d) The presence of English officials in the State will, for the next 50 years at least, give English rather than Urdu a predominant place in the administration of the State.

While Mr. Naik is of opinion that Urdu should continue to be the language of administration of the State, he thinks it important that those who are administering the State should know the different vernaculars of the State rather than that all the people should be forced to know Urdu, the language of the administration.

Mr. Naik admits that if instruction is to be given through the four vernaculars, additional funds will be required; he would find these funds by reducing the present scale of pay of the school staff and, if necessary, by additional taxation.

Mr. Naik is not in favour of abolishing at present the bicameral system of education because he thinks it would be advantageous to the State that its educational system should be connected with a University which is constituted on democratic principles, which is under popular control and in which there is free expression of public opinion. He thinks that the connection with the Madras University is desirable also because that University is administered by distinguished scholars and educationists.

On the other hand Mr. Naik admits the force of the disadvantages of control of an educational system by an outside authority. Notwithstanding these disadvantages he would retain external control during the period of experiment in the use of Urdu as the medium of instruction, which he thinks is impeding the educational progress of those whose mother-tongue is not Urdu.

The Madras University will, in his opinion, facilitate the admission of the subjects of the State to technical and professional institutions in British India. The use of English as medium of instruction will make it easier for them to follow the instruction given in institutions outside the State.

Mr. Laxmanrao Ganu agreed with Mr. Naik.

Mr. Abul Hasan Syed Ali is strongly of opinion that the Government of the State should take over the entire control of the educational system of the State. In his view, the present bicameral system is unnecessarily expensive and, having regard to the present social and political state of development of Hyderabad, he thinks it is out of date. In his opinion, it is high time that the State stood on its own feet in matters educational. He is in favour of the proposal for establishing a Board of Secondary Education which will conduct two examinations: one at the end of class VIII and the other at the end of class XI. It follows that he is in favour of a three years' University course. He lays stress on the necessity of raising the standard of English. He would be in favour of differentiating between rural and urban schools to the extent that English may be optional in the former and that the curricula in them might have a bias towards rural pursuits, provided that

49. Mr. ABUL HASAN
SYED ALI,
High Court Vakil.

there is, as far as possible, a uniform standard and that the way is open for boys of talent to reach the University whether they come from rural or urban schools. He is strongly in favour of Urdu being made the universal medium of instruction in secondary schools and is of opinion that the general Hindu public are not opposed to this course. As regards girls' education, he advocates a separate curriculum for girls and thinks that the time is not yet ripe for co-education at the University stage. He emphasises that there should be a limit to the provision of facilities for cultural education, that only those boys who are intellectually fit should be allowed to take advantage of it and that the ideal solution of the problem of unemployment lies in the economic development of the State. As regards primary education, he is strongly in favour of a progressive policy which will make literacy universal through a scheme of compulsory education.

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50. **Mr. B. RAM KRISHNA RAO,**
B.A., LL.B.,
High Court Vakil. *Mr. B. Ram Krishna Rao* is in favour of the Hyderabad State taking entire control of the system of education in the State, provided that at the university stage English continues to be the medium of instruction at the Nizam College. If that condition is fulfilled he sees no objection to the affiliation of the Nizam College to the Osmania University. As regards secondary education, he wishes instruction to be imparted through the medium of the mother-tongue of the students, provision being made in parallel classes for instruction through the medium of Urdu. He himself thinks that this would be feasible. But if, for financial or administrative reasons, this course is not practicable, he advocates the maintenance of the *status quo* as regards the medium of instruction at the secondary stage. He is in favour of a State Board of Secondary Education and of two examinations—one at the end of class VIII and the other at the end of class XI, with the reduction of the University course to three years. Mr. Ram Krishna Rao urges very strongly that the State should adopt a bold progressive policy in the matter of primary education, which should be compulsory and universally imparted through the mother-tongue of the pupils.

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51. **Mr. MAHOMED SHAH ALAM KHAN, MAHMOOD ZAI,**
High Court Vakil,
and Member, City Corporation. *Mr. Mahomed Shah Alam Khan* is in complete agreement with the proposals put forward by Dr. Mackenzie. In particular, he is in favour of the establishment of a State Board of Secondary Education and two public examinations—one at the end of Class VIII and the other at the end of Class XI—and the reduction of the University course to three years. He agrees to the proposed differentiation between urban and rural schools. He is strongly opposed to any control by the Madras University over the educational system of the State. He is strongly in favour of Urdu as the medium of instruction at the secondary stage.

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52. **Mr. MANOHAR SINGH,**
M.A., LL.B.,
and President,
Veerbhan Library. *Mr. Manohar Singh* says that the Hyderabad State should completely control its own system of education. He is, therefore, in favour of the severance of academic control by the Madras University over the Nizam College, and its affiliation to the Osmania University, provided that English continues to be the medium of instruction. As regards secondary education, he is in favour of the institution of a Board of Secondary Education and of two examinations—one at the end of Class VIII and the other at the

end of Class XI—and consequently reduction of the University course to three years. In principle, he favours instruction at the secondary stage being imparted through the mother-tongue if it is feasible. But if, on financial or administrative grounds, it is not practicable to make the mother-tongue the medium of instruction at the secondary stage, Mr. Manohar Singh would make Hindustani the medium of instruction at that stage and English an optional subject of study. Mr. Manohar Singh has put in a plea for instruction in Hindi—at least script Hindi—as an optional subject in schools situated in localities where there is a Hindi-speaking population; Mr. Manohar Singh, however, admits that in the vocabulary of common converse there is little difference between Urdu and Hindi.

They are in favour of the Hyderabad State completely controlling secondary education and the severance of the connection of the Madras University with examinations in the State, provided that women's interests are adequately represented in the agency which will control secondary education in the State. They think that this control should be exercised by a statutory board, composed predominantly of educationists, on which women should be represented. In order further to safeguard the interests of girls' education, they recommend that one of the statutory committees of the board should be a standing committee for girls' education. This committee should be composed mainly of women and should have the right of advising the board on any question concerning girls' education. Further, all questions concerning girls' education with which the board has to deal, should stand referred to the committee for girls' education and the board should not decide them without first having before it the opinion of the committee for girls' education.

53. Mrs. RUSTUMJI FARIDOONJI, Miss WEBSTER, & Miss CLOUGH, as representatives of the Women's Association for Educational and Social Advancement, Hyderabad (Deccan).

They are in favour also of university education in the State being controlled by the Osmania University and of the affiliation of the Nizam College to the Osmania University, provided that the medium of instruction and examination in the Nizam College continues to be English.

They are in favour of the proposed scheme of classification and examinations, namely, lower secondary schools teaching up to class VIII with a public examination at the end of that stage, and higher secondary schools comprising classes IX, X and XI, with an examination at the end of class XI, and a three years' university course. At the higher secondary school stage there should be alternative courses for girls—one for girls who intend to proceed to a university and the other for girls whose education will stop at the higher secondary stage. The details of the different types of curricula should be worked out by the committee for girls' education set up under the State Board of Secondary Education.

Miss De Lima entirely endorses the views expressed by 54. Miss DE LIMA, Mrs. Rustumji Faridoonji, Miss Webster and Miss Clough.

APPENDIX D.

DRAFT CHARTER.

The Board of Education.

WHEREAS it is necessary to reorganise education with a view to improving the courses of study and the system of public examinations for schools in the Hyderabad State, and WHEREAS these objects can best be secured by the establishment of a Board of Education in the State, WE are pleased to order:—

(1) That a Board, called the Board of Education, be established at Hyderabad on the.....

(2) That the Constitution given hereunder be sanctioned for the working of the said Board:

Constitution of the Board.

(1) The Board of Education shall consist of 28 members including the President and the Secretary.

(2) The Director of Public Instruction shall be the ex-officio President.

(3) The Secretary shall be a senior officer of the Education Department, and shall be appointed by the Member for Education in consultation with the Director of Public Instruction.

(4) The other members of the Board shall be appointed for a period of three years and shall be eligible for re-appointment. They shall be selected in the following manner:—

- (a) Six representatives of the Osmania University (including the Nizam College), to be nominated by the Member for Education in consultation with the Pro-Vice-Chancellor.
- (b) One Senior representative of the Commerce and Industries Department to be nominated by the Member for Industries, in consultation with the Director of Industries.
- (c) One Senior representative of the Agricultural Department to be nominated by the Member for Agriculture, in consultation with the Director of Agriculture.
- (d) One Senior representative of the Co-operative Department to be nominated by the Member in charge of the Co-operative Department in consultation with the Registrar of Co-operative Credit Societies.
- (e) The Principal of the Osmania Central Technical Institute.
- (f) Four representatives of the aided schools and institutions in the State to be nominated by the Director of Public Instruction from amongst the Secretaries and Heads of aided institutions.
- (g) Nine persons, of whom at least six shall be representatives of the Education Department, to be nominated by the Member for Education in consultation with the Director of Public Instruction.
- (h) Three representatives of Girls' Education, to be nominated by the Member for Education.

5. The Board shall be authorised to co-opt persons not exceeding three in number on account of their possessing expert knowledge in subjects of study included in the courses prescribed by the Board. The term of office of co-opted members shall be for a period of one year.

6. *Committees of the Board:*—The Board shall appoint a Committee of Courses, an Examinations' Committee, a Committee for Girls' Education and such other Committees as it may consider necessary. Such Committees may include persons other than members of the Board. All questions with which a Committee of the Board is concerned shall stand referred to that Committee, and the Board, before deciding any such question, shall consider the report of the Committee with respect to it.

7. *Powers of the Board:*—

The Board shall have power

(1) To prescribe courses of studies from Class V to XII in such branches of education as it may think fit;

(2) To grant certificates to persons who

(a) have pursued a course of study in an institution recognised for the purpose by the Director of Public Instruction; or

(b) are teachers; or

(c) have studied privately under conditions laid down in the regulations and have passed the examinations of the Board under like conditions.

(3) To conduct examinations at the end of the Secondary and High Courses;

(4) To admit candidates to its examinations;

(5) To demand and receive such fees as may be prescribed by its regulations;

(6) To publish the results of its examinations;

(7) To do all such other acts and things as may be requisite in order to further the objects of the Board as a body constituted for regulating secondary, vocational, high and technical school examinations.

8. *Regulations:*—The regulations of the Board shall be subject to the sanction of the Member for Education and shall provide for all or any of the following matters:

(a) The constitution, powers and duties of Committees.

(b) The conferment of diplomas and certificates.

(c) The courses of study to be laid down for all certificates and diplomas.

(d) The conditions under which candidates shall be admitted to the examinations of the Board and shall be eligible for diplomas and certificates.

(e) The fees for admission to the examinations of the Board.

(f) The conduct of examinations.

(g) The appointment of examiners and their duties and powers in relation to the Board's examinations.

- (h) The filling of casual vacancies on the Board and on its Committees.
- (i) All matters which under orders of the Government may be provided for by regulations.

Regulations shall be submitted by the Director of Public Instruction, with his comments, through the Secretary to Government in the Education Department, to the Member for Education. The Member for Education may sanction them, with such amendments as he may consider necessary, or may remit them to the Board with his views for further consideration. The Member for Education shall have the right to address the Board with reference to any of the work conducted or done by the Board and to communicate to the Board his views on any matter with which the Board is concerned. The Board shall report to the Member for Education such action, if any, as it proposes to take or has taken upon his communication. If the Board does not, within such time as the Member for Education may consider to be reasonable, take action to his satisfaction he may issue such directions, consistent with this Charter, as he may think fit and the Board shall comply with such directions. In any emergency which in the opinion of the Member for Education requires that immediate action should be taken he may take such action, consistent with this Charter, as he deems necessary without previous consultation with the Board and shall forthwith inform the Board thereof.

9. *Bye-laws*:—The Board may make bye-laws consistent with this Charter and its regulations:

- (a) Laying down the procedure to be observed at meetings of the Board and its Committees and the number of members required to form a quorum.
- (b) Providing for all matters which, consistently with this Charter and the regulations, are to be prescribed by bye-laws.
- (c) Providing for all matters concerning the Board and its Committees and not provided for by this Charter and the regulations.
- (d) Providing for the giving of notice to the members of the Board or Committees of dates of meetings and of the business to be considered at meetings and for keeping of the records of the proceedings of the meetings.

10. *Powers and Duties of the President of the Board*:—

- (a) It shall be the duty of the President to see that this Charter and the regulations are faithfully observed and he shall have all powers necessary for this purpose.
- (b) The President shall have power to convene meetings of the Board.
- (c) In any emergency arising out of the administrative business of the Board which in the opinion of the President requires that immediate action should be taken, the President shall take such action as he deems necessary and shall report thereafter his action to the Board at its next meeting.

- (d) The President shall appoint and dismiss the clerical and other subordinate staff necessary for the office of the Board, subject to the Civil Service Regulations in force in the State. The President shall exercise such other powers as may be prescribed by the regulations.

11. *Powers and Duties of the Secretary:—*

- (a) The Secretary shall, subject to the control of the Board in academic matters and of the President in all matters, be the administrative officer of the Board acting as such under the orders of the President.
- (b) He shall be responsible for seeing that all monies are expended on the purposes for which they are granted or allotted.
- (c) He shall be responsible for keeping the Minutes of the Board.
- (d) He shall be entitled to be present and to speak at any meeting of the Board, but shall not be entitled to vote thereat.
- (e) He shall exercise such other powers as may be prescribed by the regulations.
- (f) He shall submit, through the President of the Board, annually to Government a report showing the progress made by the Board in carrying out the scheme of educational reorganization.

12. No act or proceeding of the Board or of a Committee appointed by it shall be invalidated merely by reason of the existence of a vacancy or vacancies among its members.

APPENDIX E.

No. F.-83-1/34-E.

GOVERNMENT OF INDIA.

DEPARTMENT OF EDUCATION, HEALTH AND LANDS.
(EDUCATION.)*Dated 25th January, 1935.*

FROM

G. S. BAJPAI, Esq., C.I.E., C.B.E., I.C.S.,

Secretary to the Government of India.

To

ALL LOCAL GOVERNMENTS AND ADMINISTRATIONS,
(INCLUDING ADEN).SUBJECT:—*Educational Reconstruction.*

SIR,

In recent years notice has been given in the Indian Legislature of a number of Resolutions expressing dissatisfaction with the present system of education in India and a desire that the Government of India should take early steps to render it "more practical and useful". For one reason or another, these Resolutions have not been moved; but, even if they had been moved, the Government of India would have felt themselves precluded by their constitutional position from assuming more than advisory responsibility in regard to matters which are primarily the concern of local Governments.

2. In forwarding the proceedings of the third Conference of Indian Universities held in Delhi in March last, the Inter-University Board drew the attention of the Government of India, in particular, to the two following Resolutions, which had been passed unanimously after valuable and protracted discussion:

"A practical solution of the problem of unemployment can only be found in a radical readjustment of the present system in schools in such a way that a large number of pupils shall be diverted at the completion of their secondary education either to occupations or to separate vocational institutions. This will enable universities to improve their standard of admission".

In the second Resolution, the Conference developed in greater detail their theme of school reconstruction and pointed to the necessity of dividing the school system into certain definite stages, each of them self-contained and with a clearly defined objective, untrammelled by university requirements:

"With a view to effecting such improvement in secondary education, the Conference is of opinion that the period of study in a university for a Pass degree should be at least three years, although the normal length of the period during which a pupil is under instruction should not be increased; and is also of opinion that this period should be divided into four definite stages:

(a) *Primary*;

(b) *Middle* (in both of which stages the medium of instruction in non-language subjects should be exclusively the vernacular);

- (c) *Higher Secondary* (in which stage the medium of instruction should be the vernacular, whenever this is practicable); and
- (d) *University education*;
covering five (or four), four (or five), three and at least three years respectively—there being a formal examination at the end of each stage only, thus avoiding the abuse of too frequent formal examinations”.

3. The Government of India have observed that many provincial Governments have been reviewing the system of school education and have been considering the possibilities of its reconstruction, somewhat on the lines suggested by the Universities' Conference.

For example, the recent Punjab University Committee represented that a scheme of school reconstruction is a vital preliminary to improvement of university teaching; the Conference, which was summoned in Calcutta by His Excellency the Governor of Bengal, discussed means whereby the University of Calcutta could be placed on firmer school foundations; and the Government of India themselves have invited the opinions of the University of Delhi on the proposals made by the Universities' Conference.

4. The Government of United Provinces have gone further and, in a Resolution, dated August 8, 1934 (copy attached), have worked out in greater detail these proposals “with a view to eliciting public opinion on them”. The publication of this Resolution has attracted much attention in the press and elsewhere; and the replies will be watched with much interest, not only in the United Provinces but throughout India.

An interesting feature of the Resolution is the quotation of several extracts of opinions voiced by educationists and by men distinguished in public life. These quotations definitely suggest that “the value of University education is impaired by the presence in universities of a large number of students who are unfit for higher literary or scientific education; that these students cannot hope to obtain employment which would justify the expense of their education; and that the only feasible remedy is to divert them to practical pursuits in the pre-university stage”.

5. The Government of India are cognisant of the fact that, in the present constitution, these and, indeed, most other educational questions come within the purview of provincial Governments, and therefore feel that it would be not only unconstitutional but also inadvisable for them to seek to impose a rigid and uniform system of education throughout India. In education, more than in most other walks of life, there should be a rich scope for experiment and also for variety of treatment and practice. Local initiative is preferable to invert centralisation.

Perhaps the most valuable contribution which the Government of India can make towards the right development of education (a matter which is of vital importance to the future of India) is the provision of a clearing house of ideas and a reservoir of information. The Government of India are of opinion that the time has arrived for reviving the Central Advisory Board, and, therefore, they propose doing so in the next financial year.

6. In view of the widespread interest taken in these matters and of the dissatisfaction expressed in the Legislative Assembly and elsewhere, and also of the desire of the Inter-University Board that these resolutions of the Universities' Conference should be promulgated as widely as possible, the Government of India feel justified in directing me to bring these important resolutions to the attention of provincial Governments and, through them, to the notice of a wider public.

7. I am also directed to make a few general observations, mainly for the purpose of stimulating discussion on a number of aspects which appear to the Government of India to be of importance.

The Government of India are particularly anxious that the purport of these discussions should not be liable to misunderstanding, and that they should not be interpreted as a desire to restrict in any way the benefits of education. It is neither equitable nor advisable that children should be denied facilities for education, but such facilities should be adjusted to their aptitudes. For such of the pupils as have little or no bent for a literary form of education, other forms of training should be made available.

8. All children, who pass beyond the primary stage, require a wider measure of general education, whether it be in preparation for advanced literary or scientific studies or for vocational training in one form or another. The latter forms of training can only be successful if they are based on a sure foundation of general knowledge and attainments. Educational Statistics indicate, however, that many pupils prolong unduly their literary studies and are thereby in danger of losing their bent for more practical pursuits. On this and on the other grounds, the proposals of the Universities' Conference, which have been generally endorsed by the Government of the United Provinces, deserve serious consideration.

9. Though, of course, subjects such as manual training, drawing and nature study should be developed in all secondary schools and though pupils in these schools should be encouraged to take part in practical pursuits, it is debatable whether the inclusion of vocational subjects, along with literary subjects, in the ordinary secondary schools and colleges is the best means of achieving the object which the Universities' Conference had in view. To be successful, vocational training requires somewhat expensive equipment and, above all, experienced and practical teaching; it seems obvious, therefore, that resources should not be dissipated, but should as far as possible be concentrated in institutions designed for the purpose. Moreover, there is danger that a haphazard intermingling of vocational and general study may defeat the very object which it sets out to achieve; pupils may be tempted by the bait of somewhat superficial and desultory vocational training to prolong unnecessarily their literary studies and thereby to drift aimlessly into paths which are unsuitable to them. This danger should be avoided.

It is on these grounds (among others) that the proposal of the Universities' Conference that vocational training should ordinarily be provided in *separate* vocational institutions also deserves attention.

The Government of India realize that education, by itself, cannot create new industries and thereby increase the opportuni-

ties of employment; but boys who complete the shortened secondary course, as proposed, and subsequently benefit by a form of vocational training, would be more likely to be absorbed into industrial occupations and to make the most of industrial opportunities than are many of those who now graduate, or fail to graduate at a comparatively advanced age. In any case, they would probably receive an education better adapted to their capabilities.

10. A feature of the scheme of school reconstruction, as proposed by the Universities' Conference and suggested by the Government of the United Provinces, is that pupils would be relieved to some extent from the burden of frequent examinations.

It is urged by some that these examinations militate against continuity of study. From an early age in life, Indian pupils are subjected every two years to the ordeal of a public examination: after each interruption of his course, a pupil spends perhaps half of the first year in adapting himself to new conditions and often to new surroundings; and perhaps half of the second year to 'cramming' for the next examination. On the other hand, it is contended that these examinations at any rate fulfil the purpose of keeping staffs and pupils up to the mark and discourage apathy.

Whatever may be the view held on the value of examinations, an undoubted advantage in the tentative scheme proposed by the Government of the United Provinces would be that each examination will take place at the termination of a particular stage of education and will thereby test whether pupils have attained the objective of that stage. For this reason, examinations would have a more clearly defined purpose than they now do.

11. The Government of India are confident that these proposals of the Universities' Conference, in particular, will receive the earnest consideration which they undoubtedly deserve; especially as they were unanimously accepted by some of the most eminent and experienced educationists in India.

The Government of India desire to take this opportunity of expressing their appreciation of the labours of the Conference and of the valuable discussions which took place. They would be glad if the Government of Madras, etc., after consulting such persons, and authorities as they may consider advisable, would express their opinions, in particular, on the two resolutions referred to in this letter. On receipt of these opinions, the Government of India propose to forward them to the Inter-University Board in response to their request for information of the action taken by the Government of India on their reference, and also to all provincial Governments. By so doing, the Government of India hope that they may be of service in helping to co-ordinate educational discussions in matters which are of vital importance to the well-being of India.

The Government of India will be glad to receive a reply at your early convenience so that it may be forwarded to the Inter-University Board as soon as possible.

I have the honour to be

Sir,

Your most obedient servant,

G. S. BAJPAI,

Secretary to the Government of India.

APPENDIX F.

Details of expenditure of the State Board of Education in excess of the amount now entered in the Budget.

	Recurring Rs. p.m.	Non- recurring Rs.
1 Secretary	800—1,000	
1 Assistant Secretary	200— 400	
2 Superintendents @	150— 270	
1 Accountant	100— 150	
3 Clerks @	80— 125	
6 Clerks @	35— 70	
2 Shorthand Typists, English and Urdu @	80— 125	
1 Saraf	22— 27	
1 Dafedar	16— 18	
5 Chaprasis @	12— 15	
2 Farashes @	12— 15	
1 Mali	15— 20	
2 Malans @	10	
	p.a.	
Dress	75	
Contingencies	100	
Printing	300	
Service stamps	1,000	
Repairs to furniture	50	
Telephone	120	
Examination charges	80,000	
Travelling charges	30,000	p.a.
Furniture		3,000
Tents		12,000
Total Rs. ..	1,43,246	
Deduct the present expenditure Rs. ..	45,486	
Net Increase Rs. ..	97,760	15,000

APPENDIX G.

*Details of expenditure on account of the opening of Class XII
in the present 18 High Schools in excess of the
amount now entered in the Budget.*

	Recurring Rs. p.a.	Non- recurring. Rs.
1 B.A. trained per school 18 × 90—165 = ..	27,540	
Furniture	1,000	
Prize books	500	
Travelling allowance ..	1,450	
School appliances	1,000	
Science apparatus	1,000	
Total Rs. ..	32,490	3,500 for furniture

APPENDIX H.

*Details of expenditure on account of the opening of Class IX
in the present Middle Schools in excess of the amount
now entered in the Budget.*

	Recurring Rs. p.a.	Non- recurring. Rs.
83 teachers at 55—80 p.m. } 83 clerks at 30—40 p.m. } .	1,14,661	
Repairs to furniture	586	
Prize books	117	
Travelling allowance ..	582	
School appliances	937	
Science apparatus	1,411	
Total Rs. ..	1,18,294	15,000 for furniture